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ABSTRACT

Sixteen oral lessons for teaching beginning English as a second language are presented. The lessons were developed to teach small groups of adolescents. The lessons are each self-contained and include noun picture cards, a vocabulary game, opposites, teacher commands, expanding sentences, pronouns, and vowel sounds. The picture card lessons can be duplicated and used as flash cards. Teaching hints and a chart of 333 verbs in three tenses are provided. (RW)

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ENGLISH AS A SECOND LANGUAGE:

Modules for Teaching

Bridget H. Hart

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# ENGLISH AS A SECOND LANGUAGE

## Modules for Teaching

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## ENGLISH AS A SECOND LANGUAGE: HINTS FOR TEACHING

Bridget H. Hart

\* HAND SIGNALS should be used constantly in the beginning, and in the same context each time. The teacher should devise signals so they will be spontaneous and consistent as s/he talks. Important words that need hand signals are yesterday, today, tomorrow, more (as in "say more" or make a longer sentence"), correct answer, give me an answer.

The teacher should be sure to ASK QUESTIONS TO WHICH THE ANSWER IS ALREADY KNOWN in order that the correct response may be taught to the student.

HAVING A STUDENT READ from a simple book does not necessarily mean that the student comprehends what is being read. The student may be making sounds that are understood only by the teacher.

Use of a small hand mirror may help the student to pronounce DIFFICULT SOUNDS. Teacher should model the lip movements while the student watches and then tries to emulate the same movements. In the beginning the teacher should not expect perfect enunciation. After the student becomes more comfortable in the new surroundings, s/he will be more receptive to speech correction.

Very early in the course the student should learn HELPFUL PHRASES such as Where is the restroom?, How do you say...?, I don't understand, What is that?, Will you help me?, and Pardon?

Comprehension of SAFETY WORDS should be taught early. Some of these words are poison (which is usually accompanied by a picture of the skull and crossbones or the new "yuk" face), danger, exit, fire, and police.

The CALENDAR may be used for introducing past, present and future tenses, plus vital words such as yesterday, today, tomorrow, last week, this week, next week, last month, this month, next month, day-before-yesterday, day-after-tomorrow, last year, this year, next year. The same hand signals may be used for all past tenses, the same signal for all present tenses, and the same signal for all future tenses.

Teaching OPPOSITES doubles the number of descriptive words and phrases which may be taught in a given time.

PREPOSITIONS may be taught with the use of small, handy objects (the pencil is over the book, under the book, beside the book).

BODY PARTS should be taught, large parts first, then detail parts.

COMMAND WORDS which will be beneficial include point, write, draw, stand, sit, circle, read, study, hop, skip, throw, run, shake hands, etc.

The QUESTION WORDS, why, where, when, what, which, will require many demonstrations.

PRONOUNS are important for the non-English-speaking student since the pronoun is widely used in English. (In some languages there is no word for "it" and no distinction between "him" and "her".) A chart showing subjective pronouns on the left and objective pronouns on the right should be made for the student to use as a reference.

When asking "DO YOU UNDERSTAND?", the teacher will be more assured of understanding if s/he requires the student to demonstrate. The words "SHOW ME" should frequently be used.

A list of REGULAR VERBS in three tenses and a different list of IRREGULAR VERBS should be issued to each student when s/he is ready.

Some languages contain no upper/lower case, and therefore have no capital letters. Students who use those languages may frequently fail to capitalize properly when writing in English.

Because English contains so many words for the same action, the teacher must be consistent when saying things such as Give me the book. There are also Hand me the book, and Pass me the book. Other examples of this are lay the book on the table, Put the book on the table, and Place the book on the table.

Many MATH SYMBOLS are the same in other languages as they are in English; therefore, students may be taught the meanings of several English words by the use of these symbols. The equal sign can be used to demonstrate means the same as... The addition sign can be used to demonstrate more, add, and plus. The infinity sign may demonstrate always or forever and the zero may demonstrate none or all gone.

The NUMBER SYSTEM may seem the same in English as it is in the student's native language, but in some cases it changes slightly in some areas. Caution must be taken concerning page numbers and math computations.

TEACHER TALK should be kept to a minimum in order to stimulate verbalizing by the student.

SMILES mean the same in any language.

Using tagboard, duplicate onto back of picture page and cut for flashcards.

cake mix

parking meter

towel

ax

saw

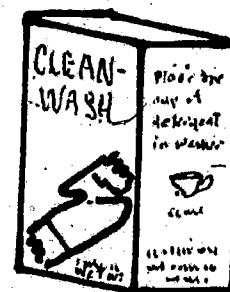
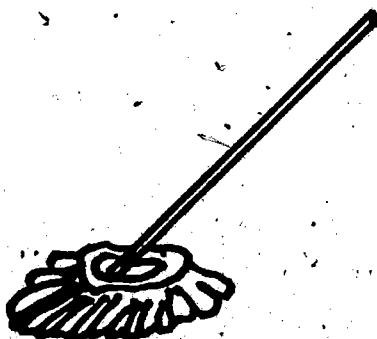
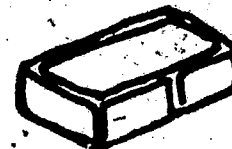
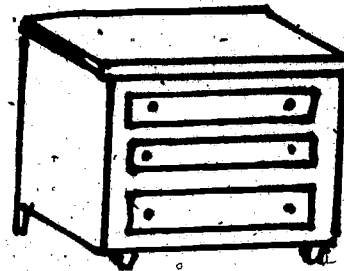
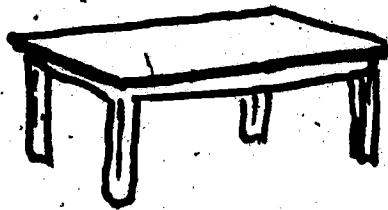
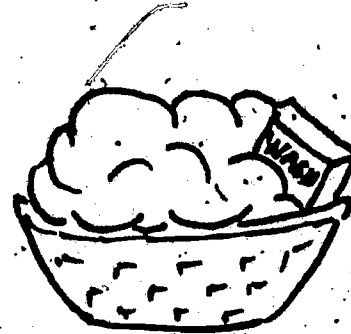
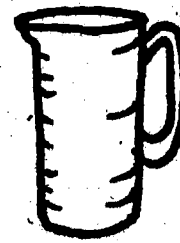
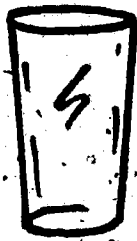
gasoline can

jack

fire

garbage  
can

hose



pitcher

glass

laundry

salt

dresser

table

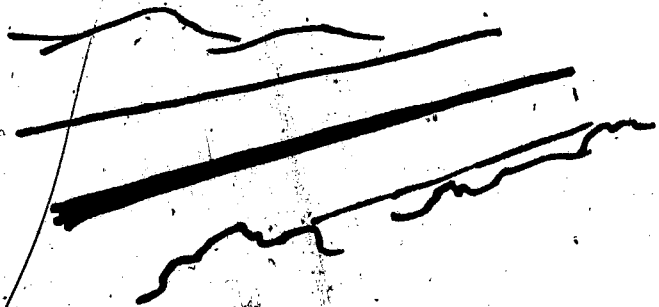
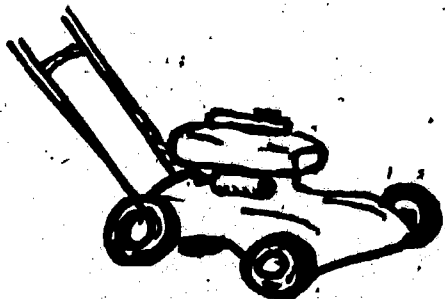
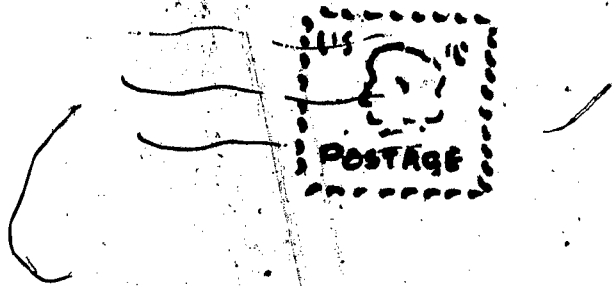
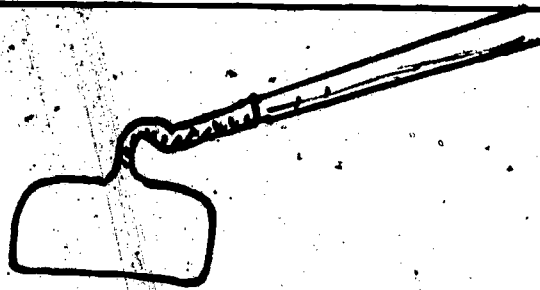
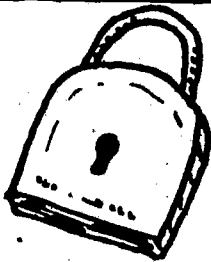
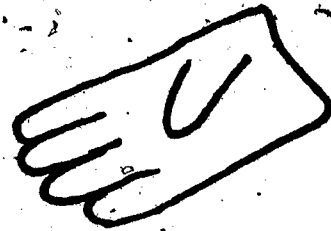
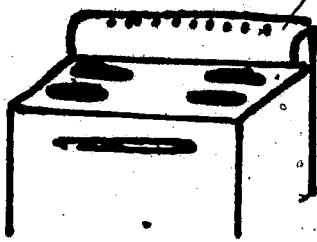
soap

jar

detergent

mop





belt

tire

glove

stove

hoe

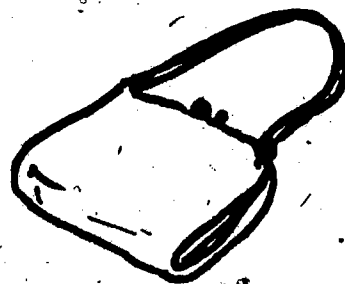
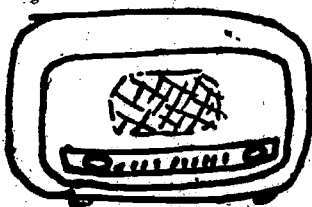
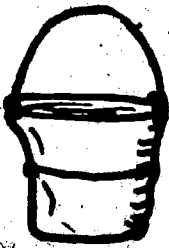
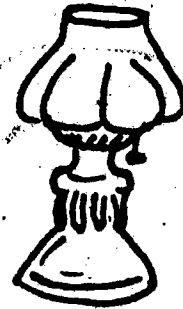
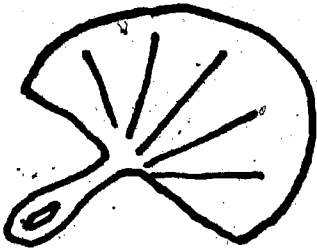
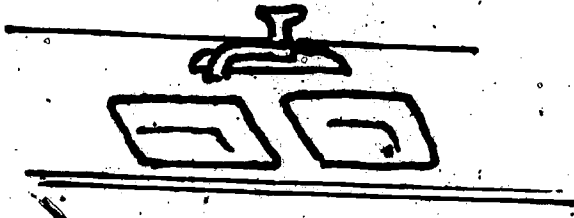
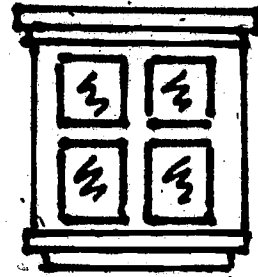
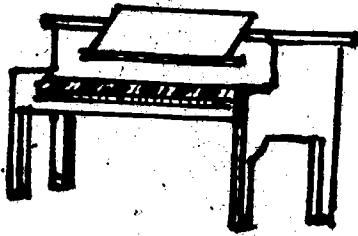
lock

stamp

broom

highway

lawn mower



window

piano

pillow

sink

lamp

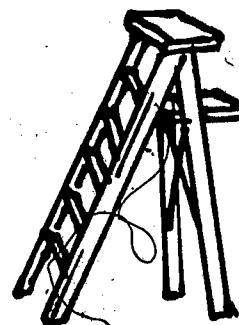
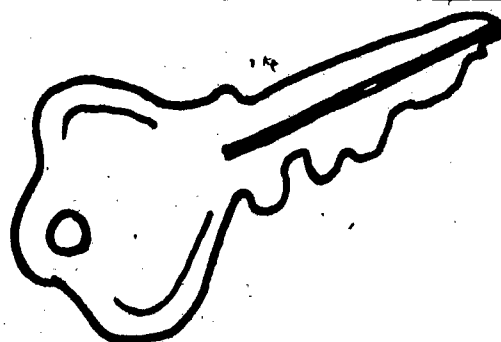
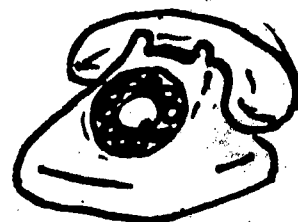
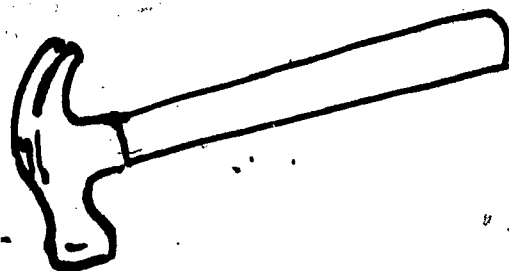
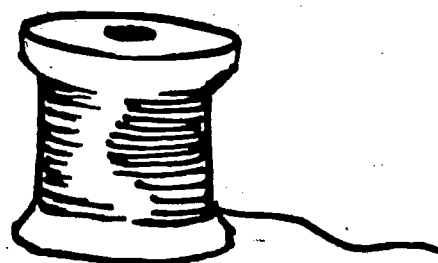
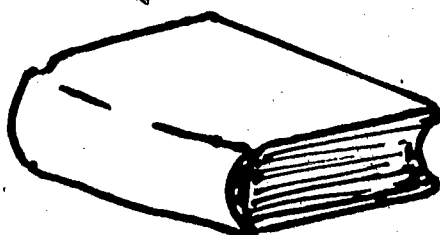
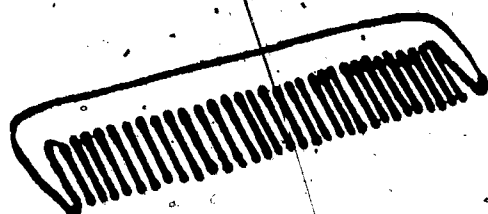
fan

candle

pail

purse

radio



needle

comb

thread

book

dust pan

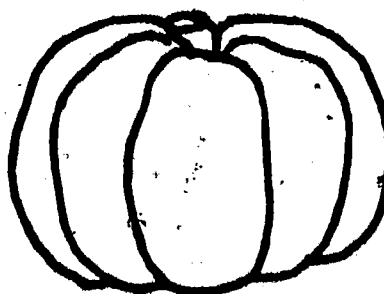
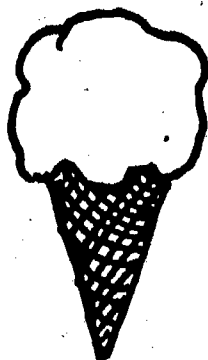
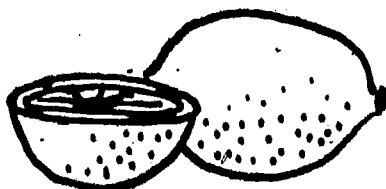
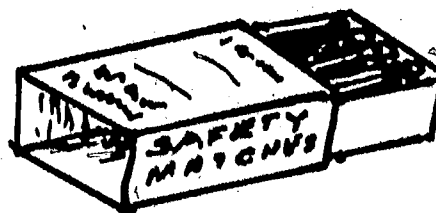
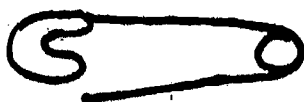
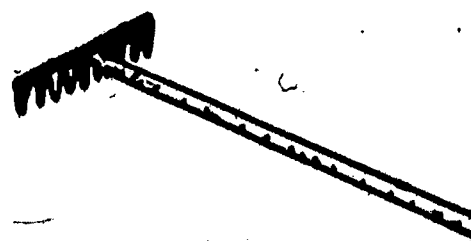
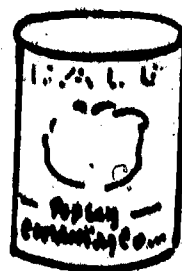
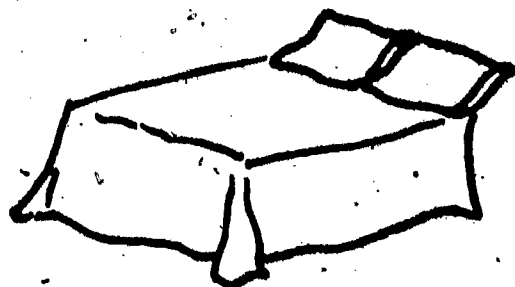
hammer

telephone

nail

ladder

key



can

bed

rake

rope

matches

pin

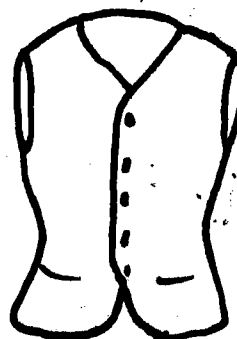
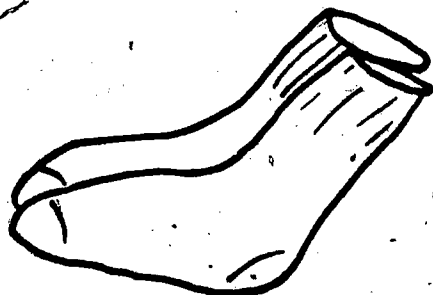
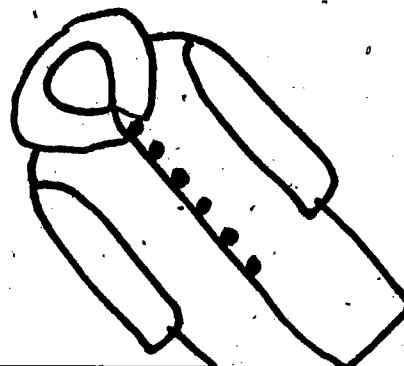
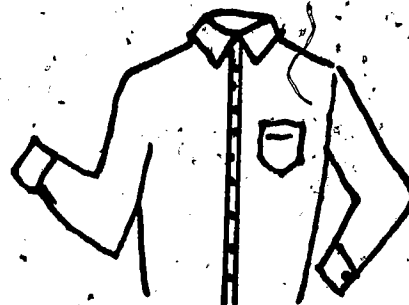
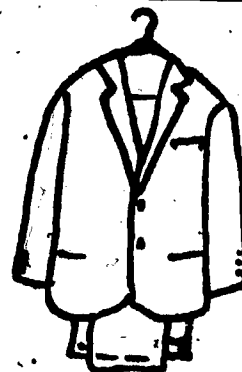
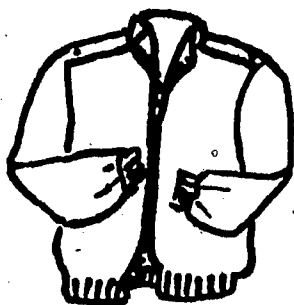
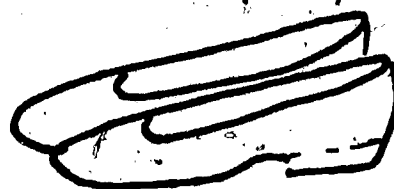
bananas

lemons

pumpkin

ice cream





shoes

watch

suit

jacket

shirt

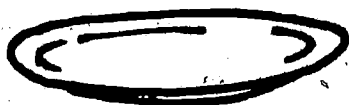
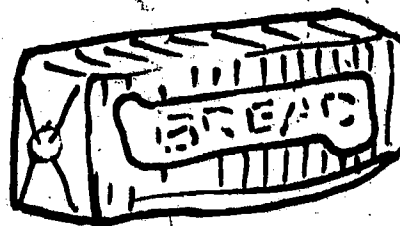
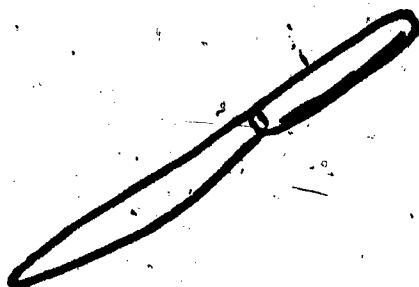
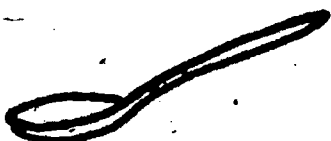
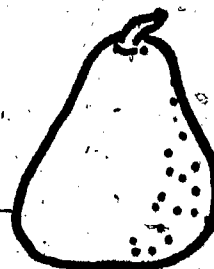
dress

coat

hat

vest

socks



pear

beets

pie

bowl

fork

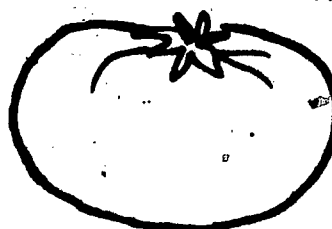
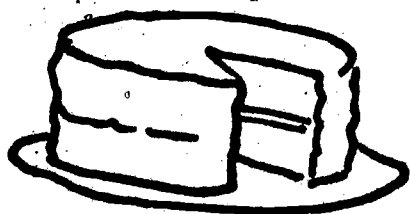
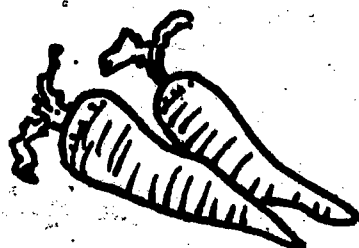
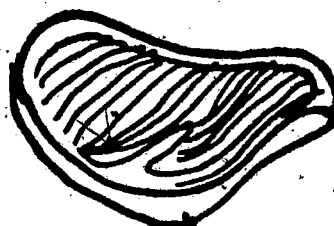
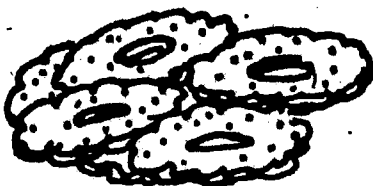
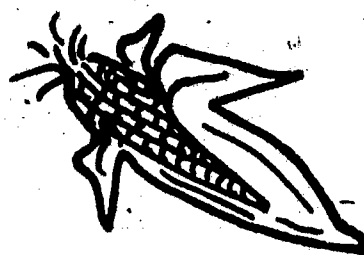
spoon

bread

knife

clock

plate



corn

cup

fish

cookies

meat

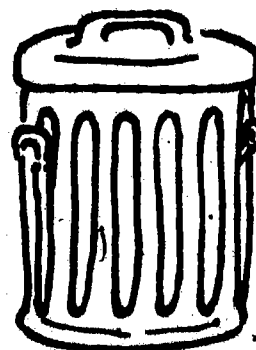
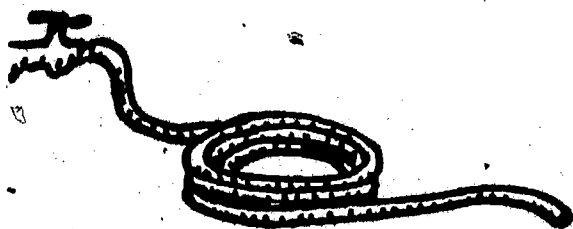
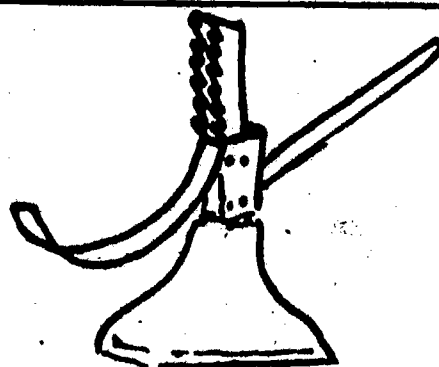
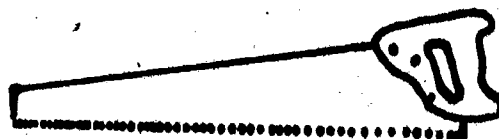
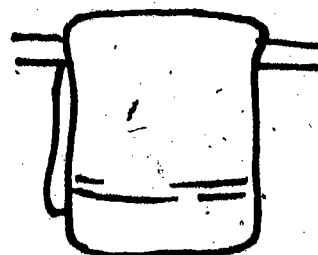
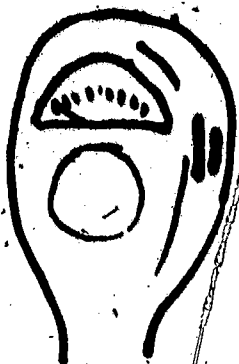
milk

carrots

pan

tomato

cake



cake mix

parking meter

towel

ax

saw

gasoline can

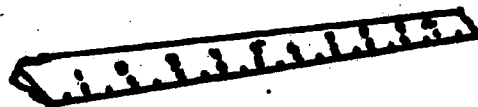
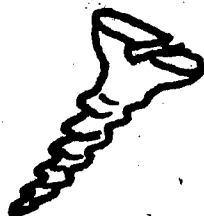
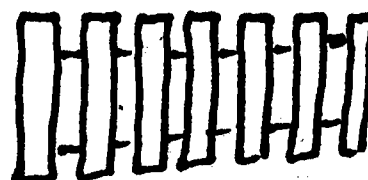
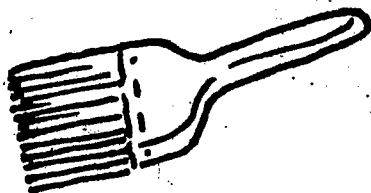
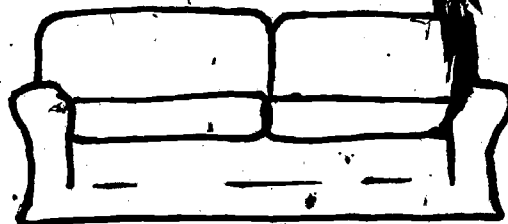
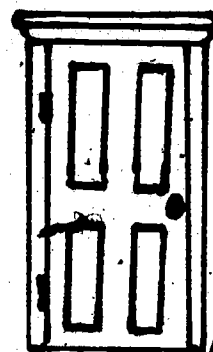
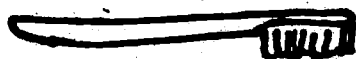
jack

fire

garbage can

hose





door

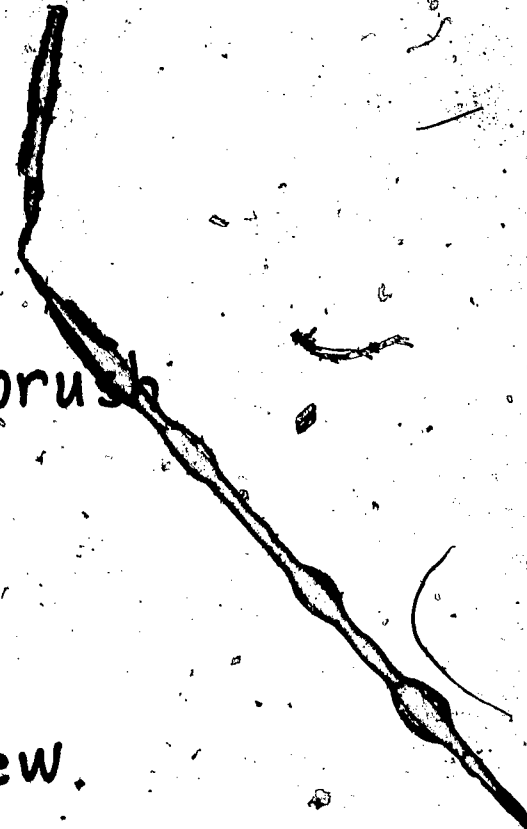


toothbrush

couch



chair



fence

paint brush

light bulb

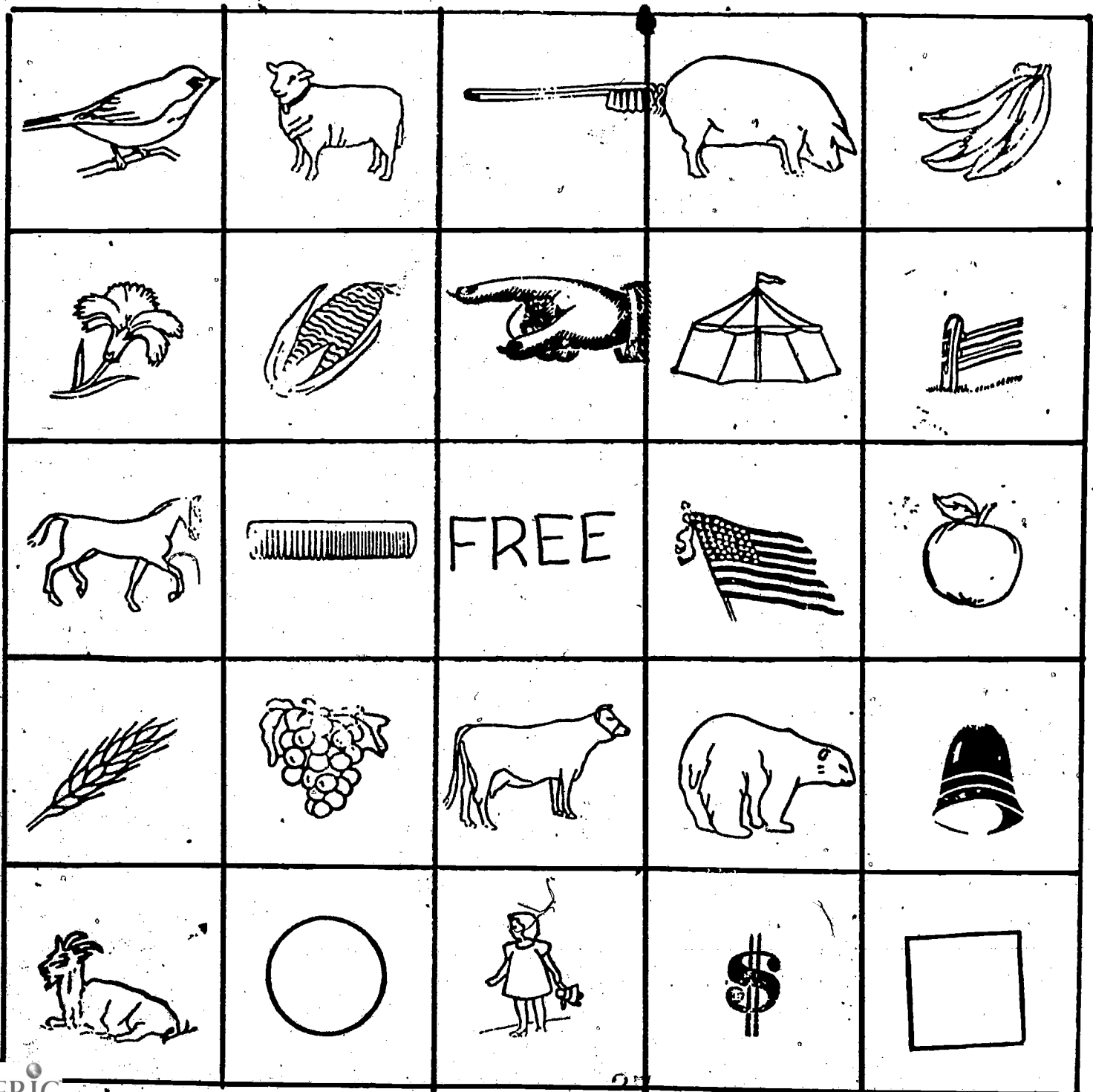
screw

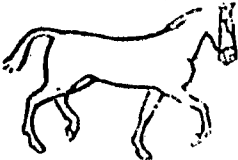
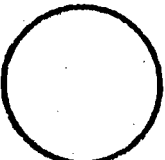
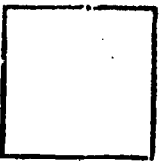


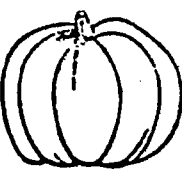
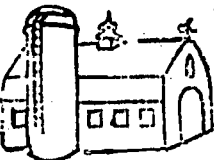
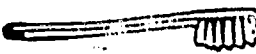

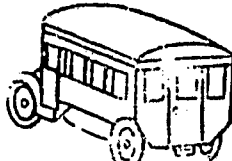
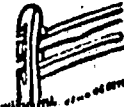

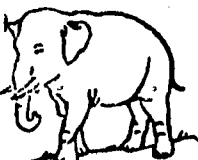

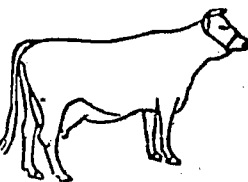

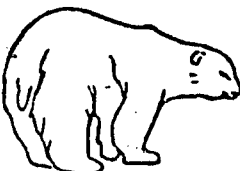




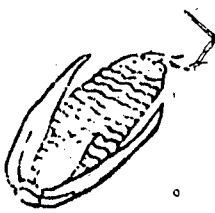
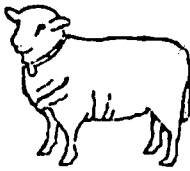
ruler



paint

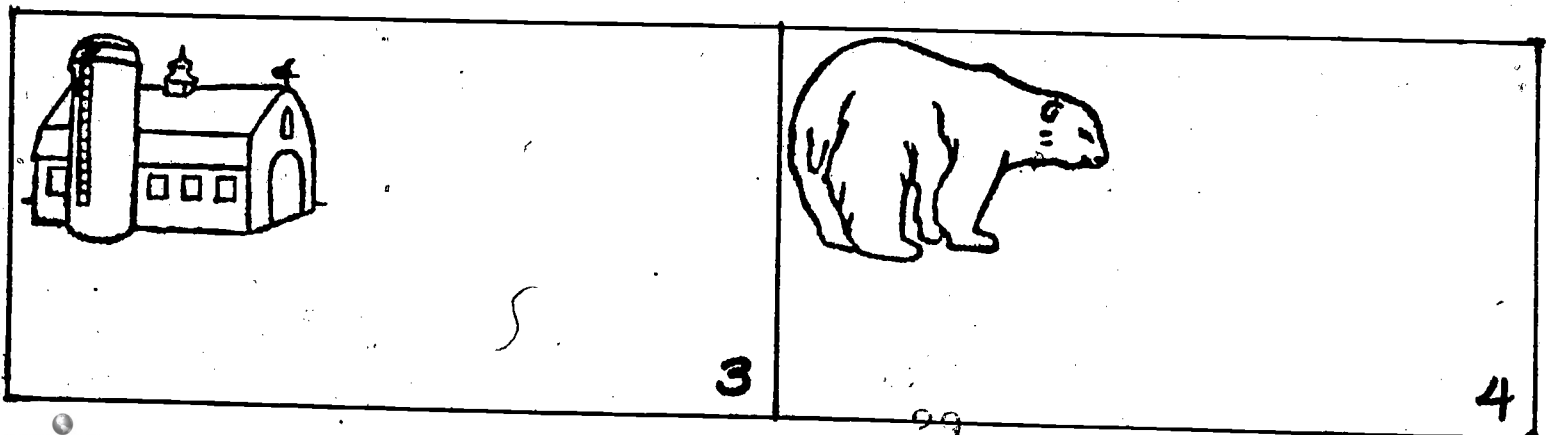
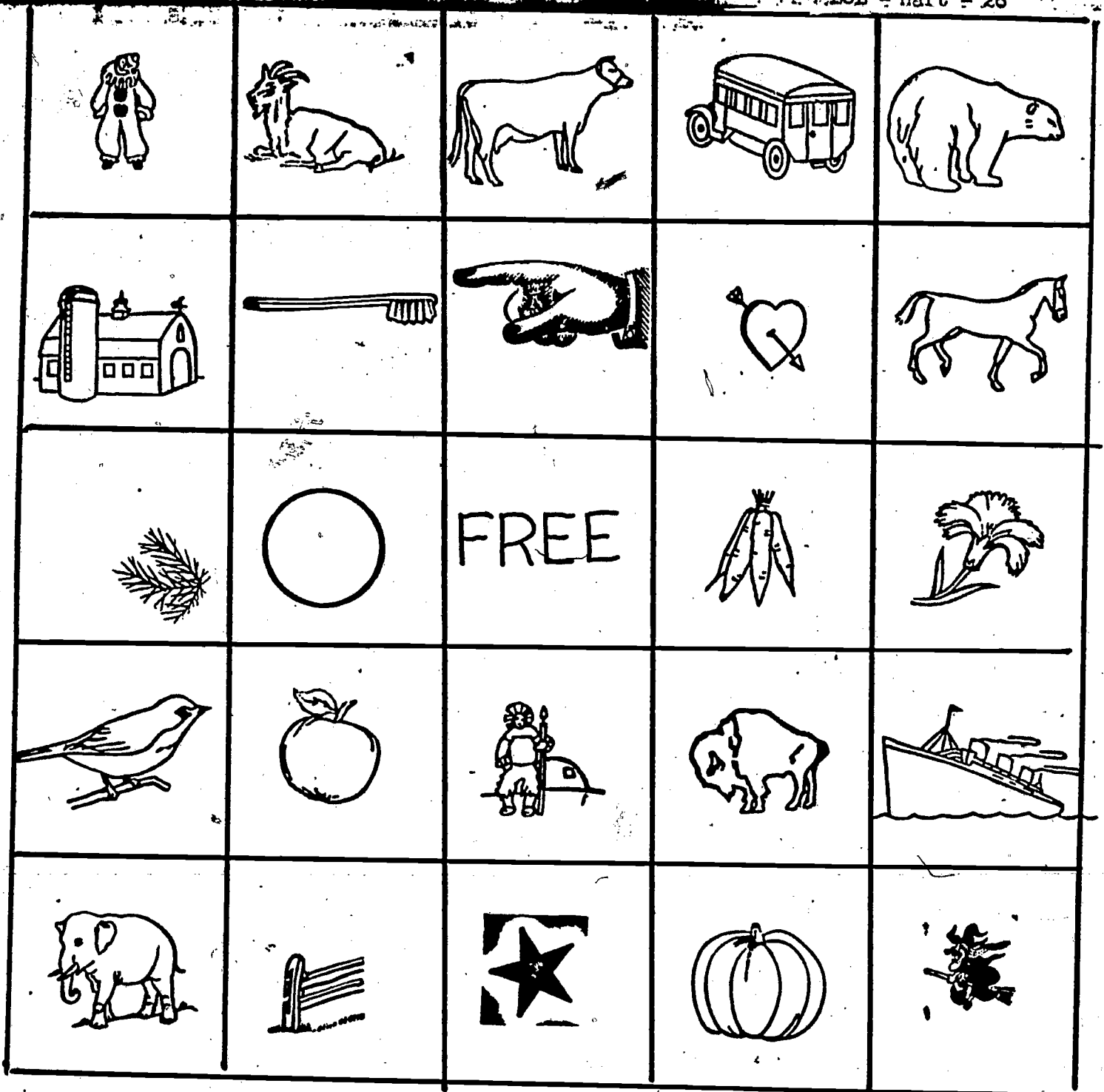
# LINGO: A Game of Vocabulary

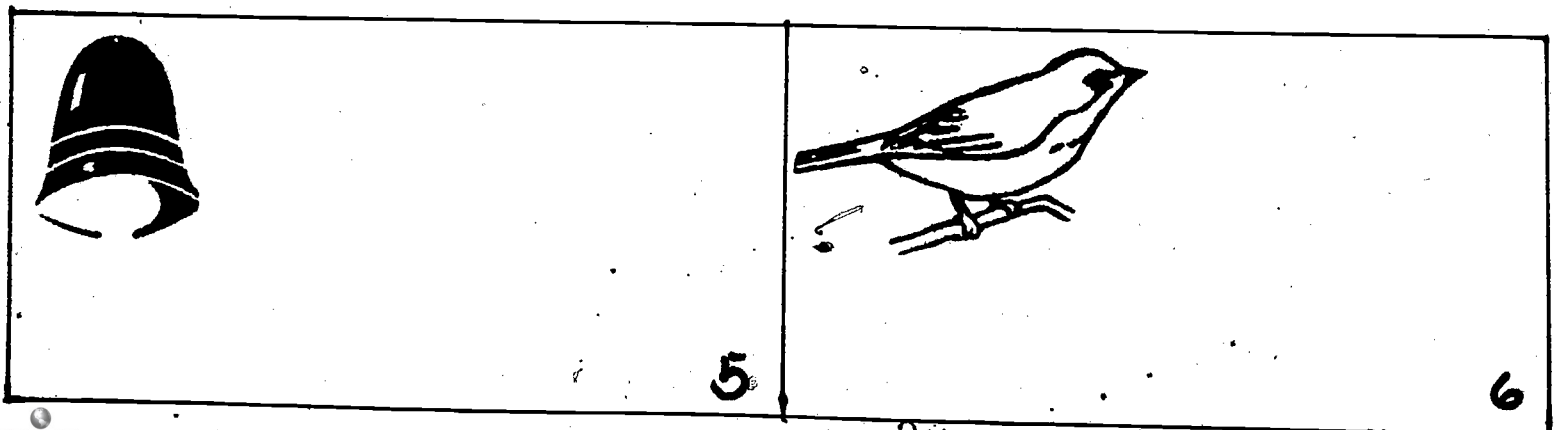
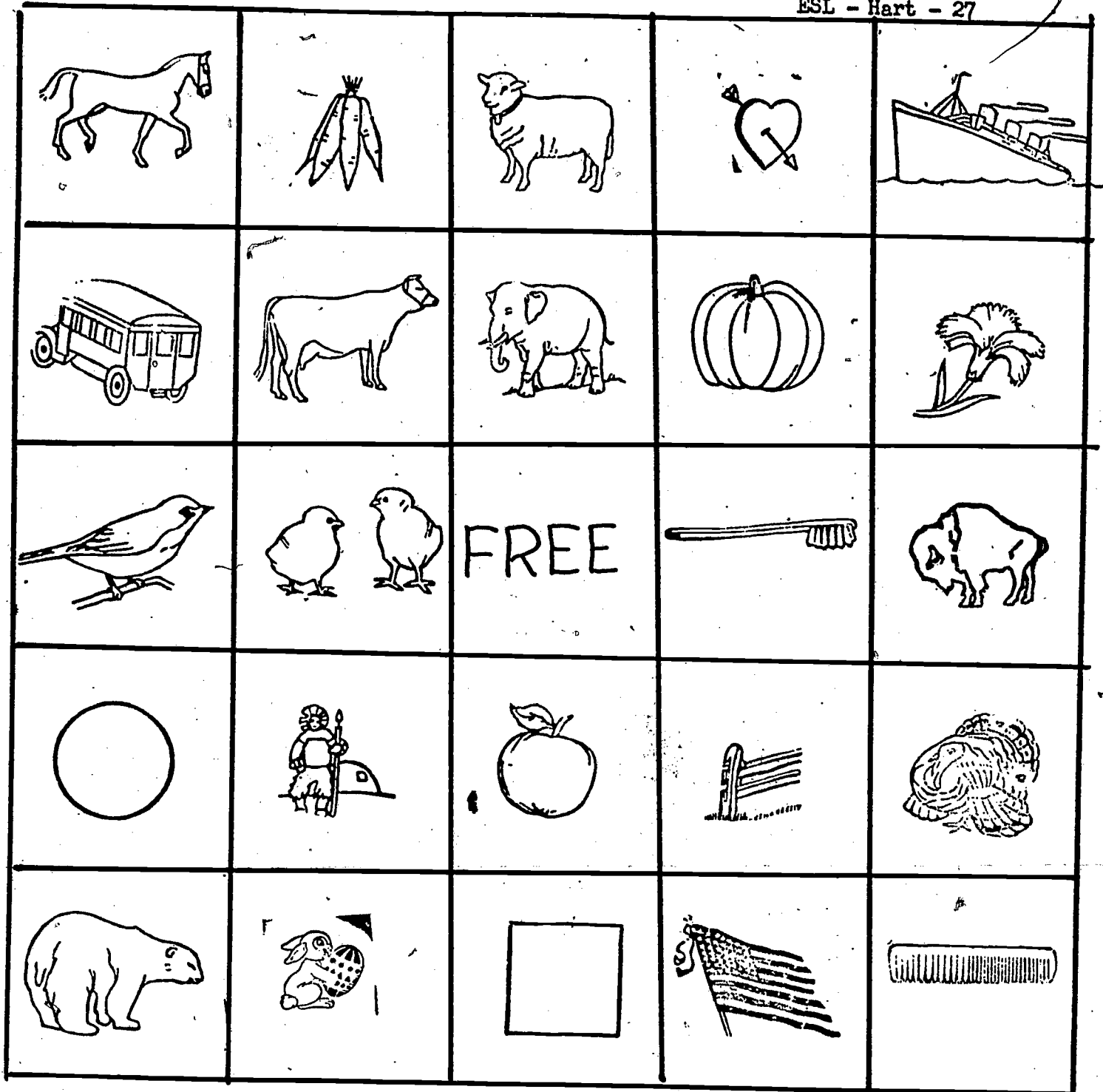
Played like Bingo or Lotto, the game of LINGO consists of 56 calling cards and 30 different playing cards. Each calling card is simply a picture card which the teacher may label appropriate to the locale in which the students reside. After the students have learned all the simple names of each picture, the teacher may want to call out the definition of the noun pictured, thereby expanding the vocabulary already learned. This game works extremely well in expanding the vocabulary of students native to America. By using the definitions (such as bovine instead of cow, a fabric dwelling instead of tent, etc.), the primary child will quickly learn many new words.

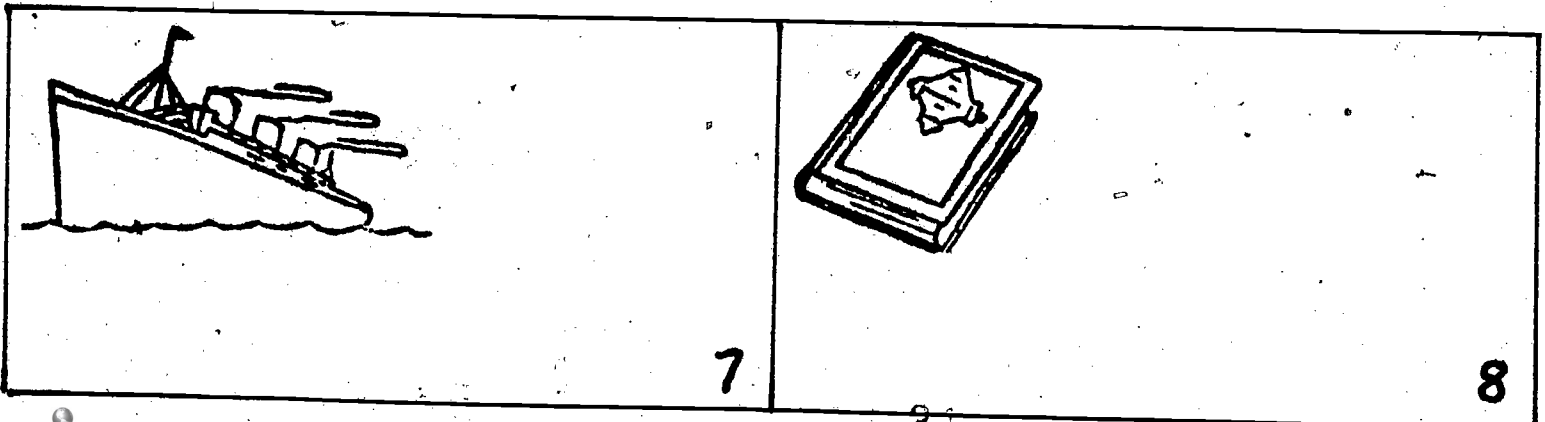
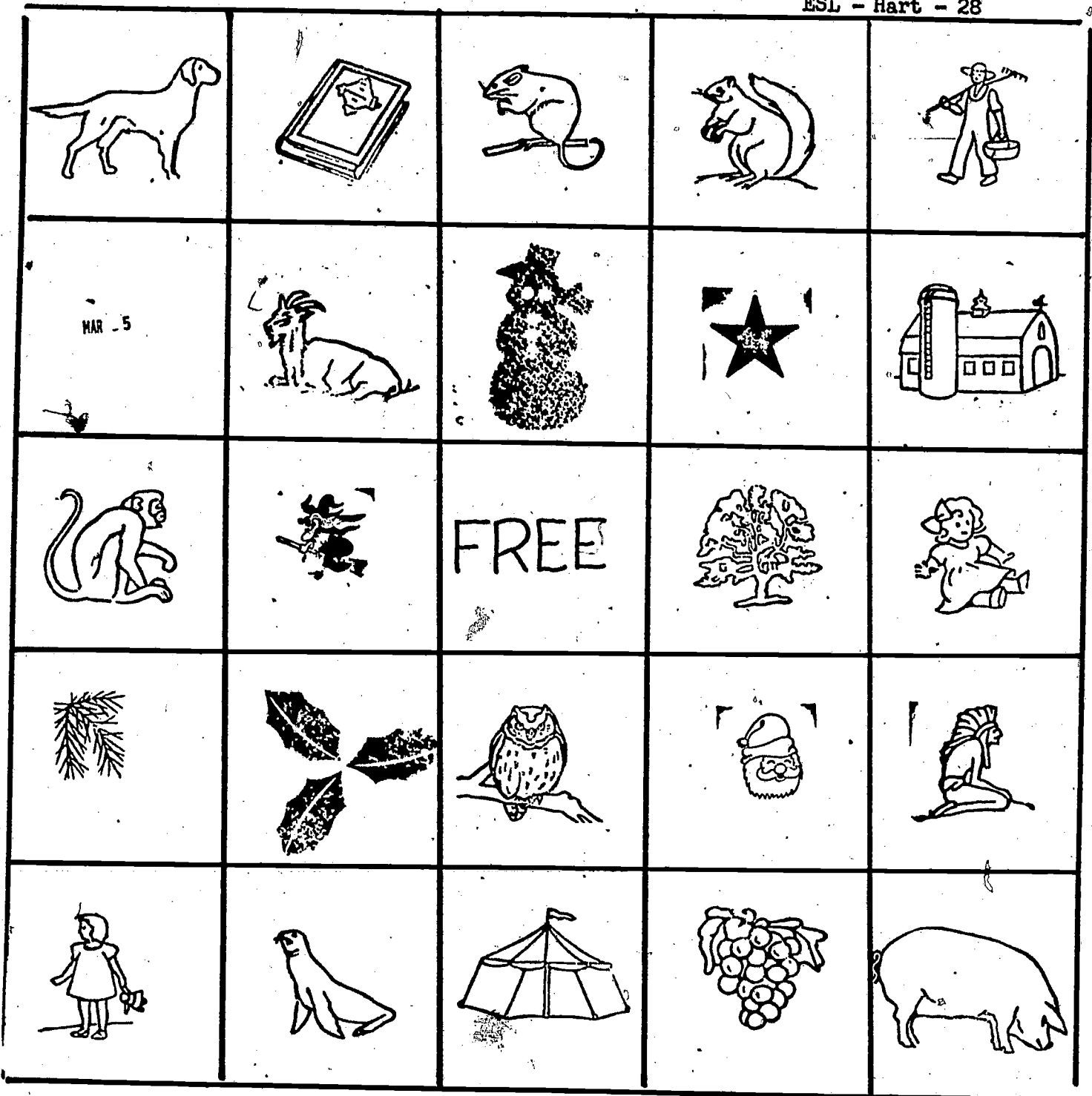


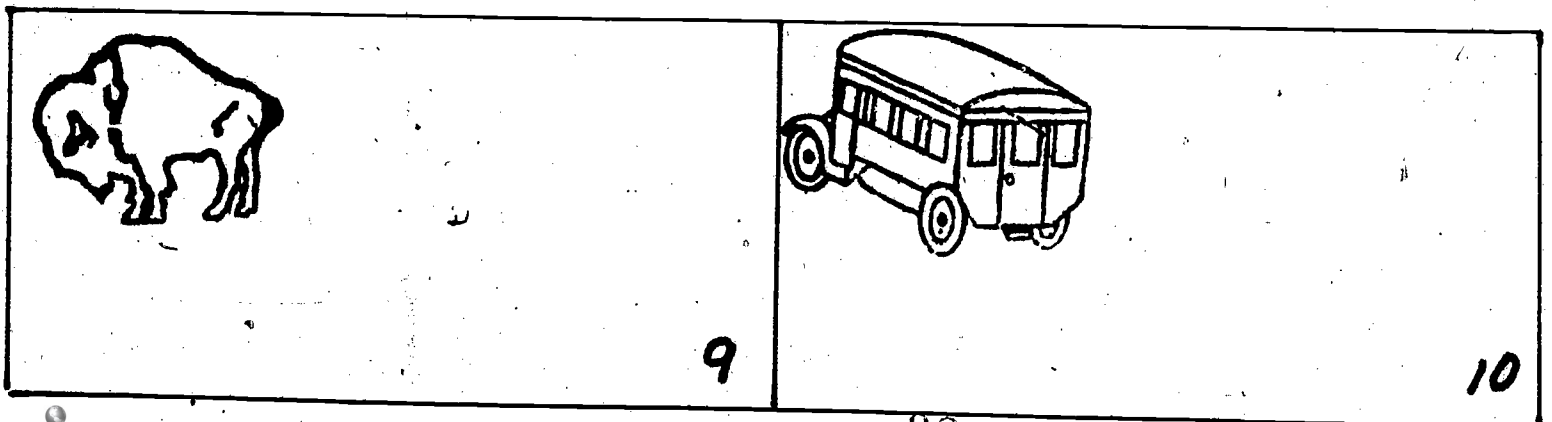
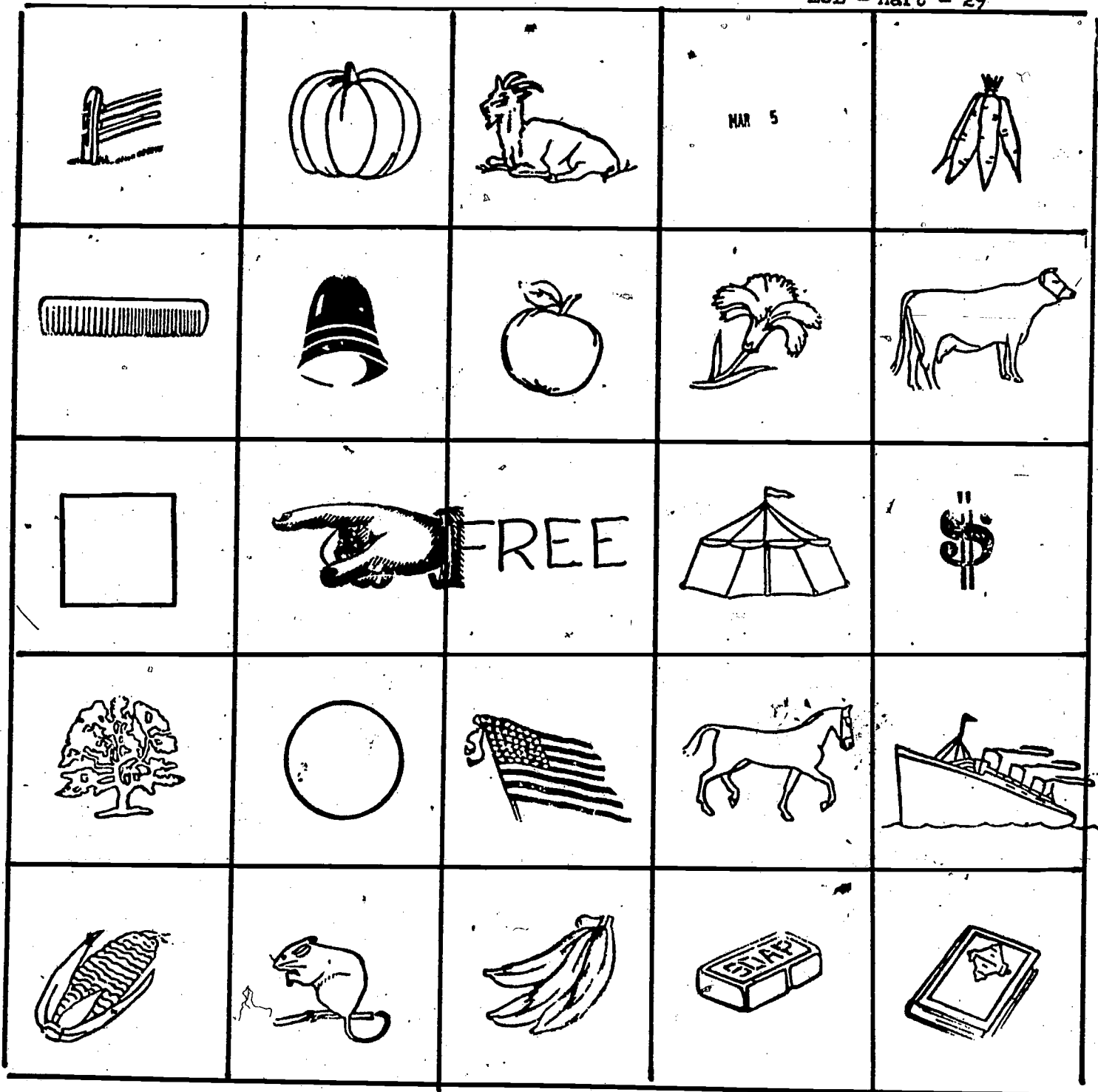
MAR. 5				
				
		FREE		
				
				

	
1	2

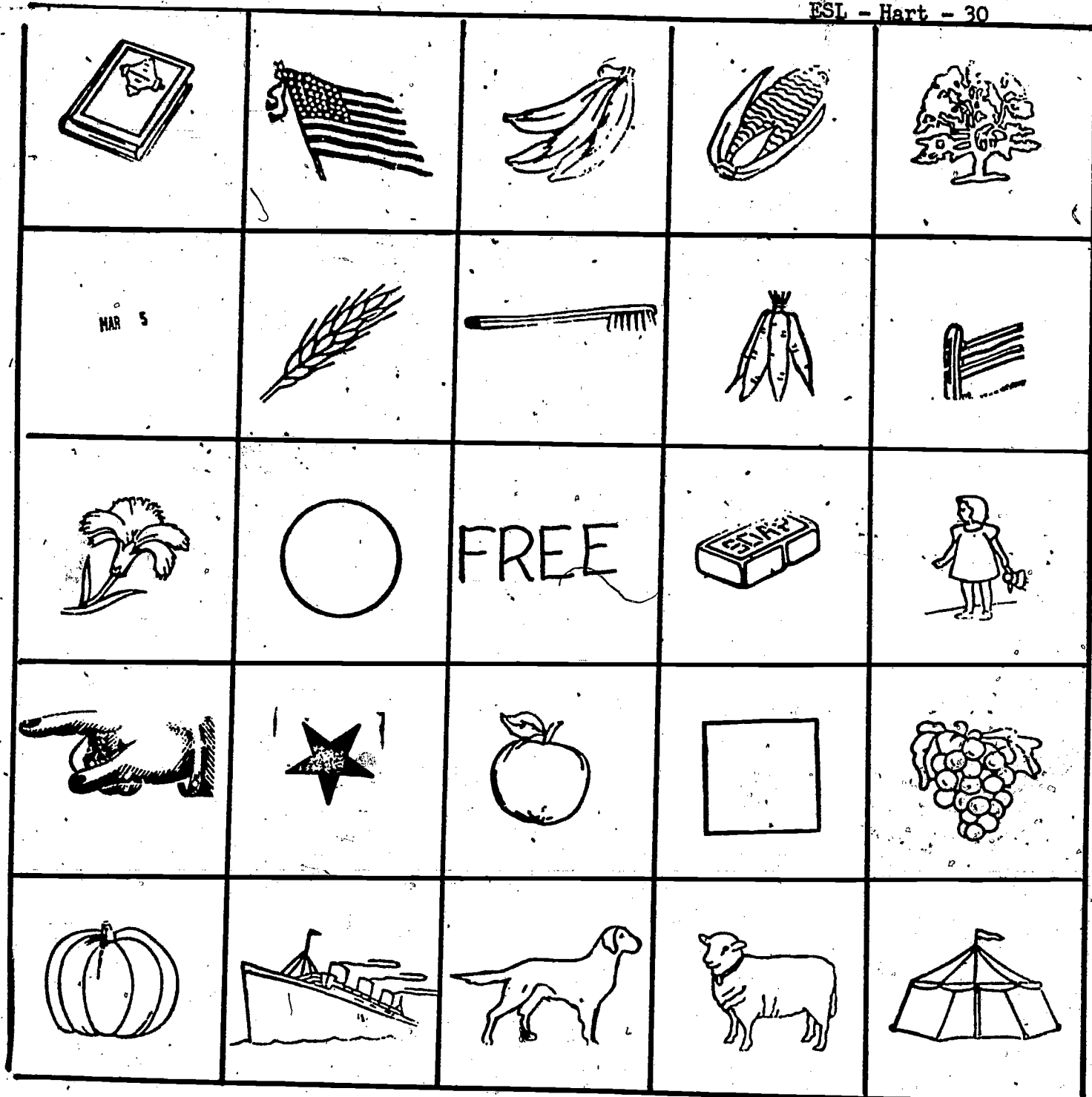




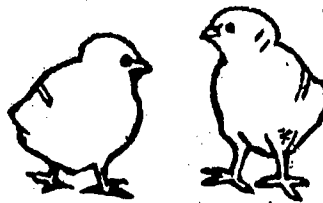




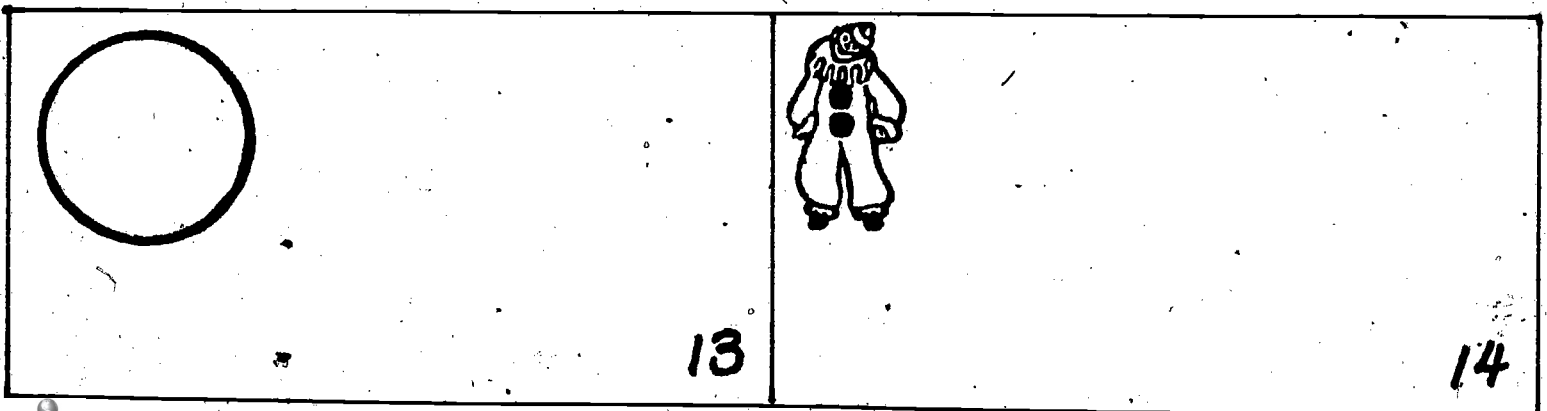
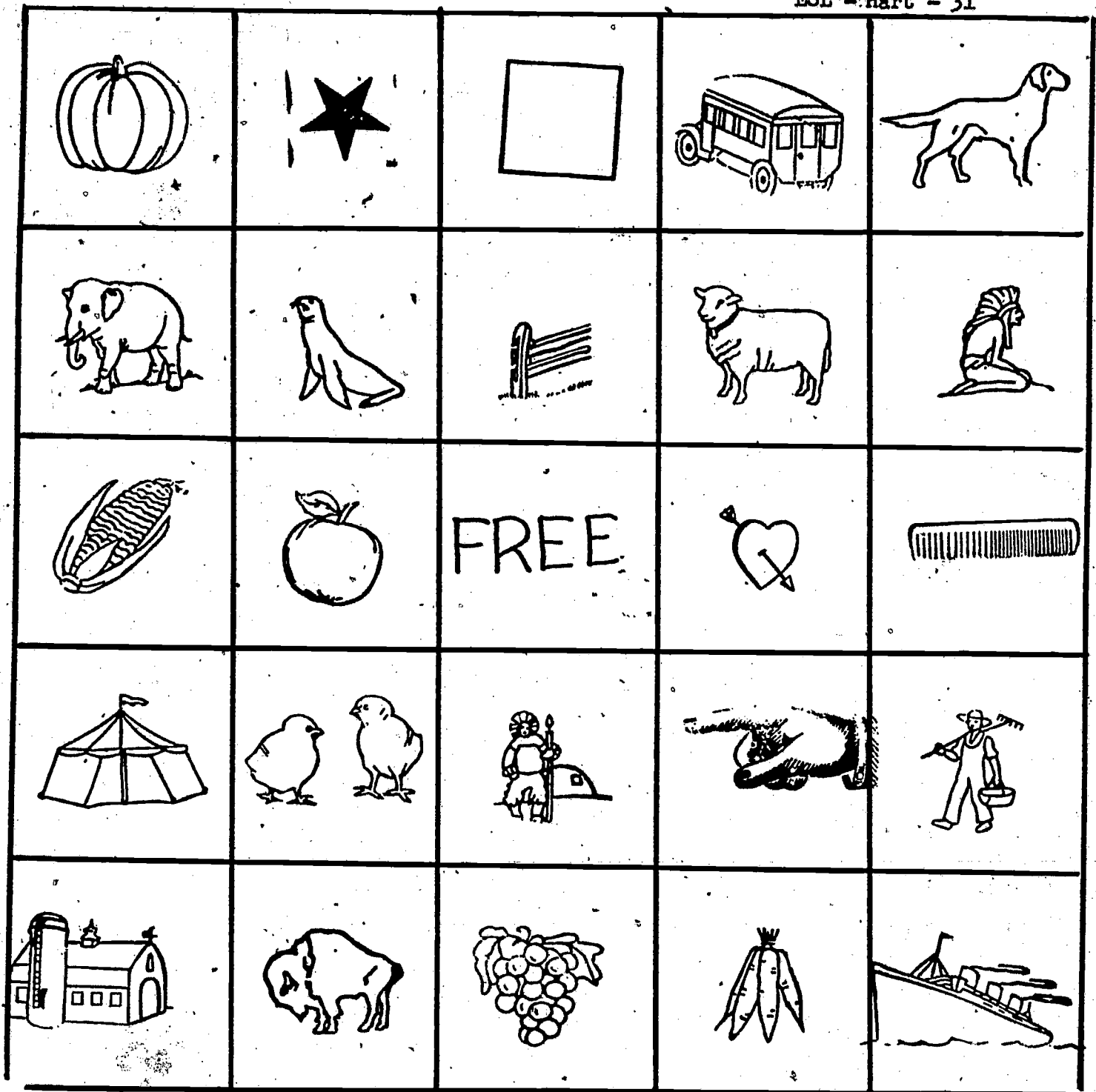


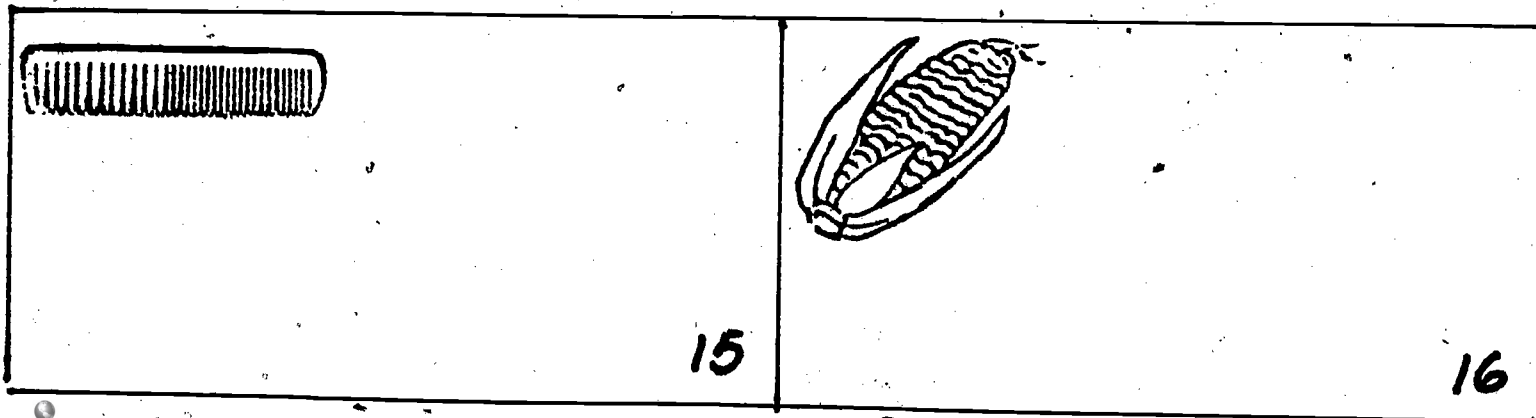
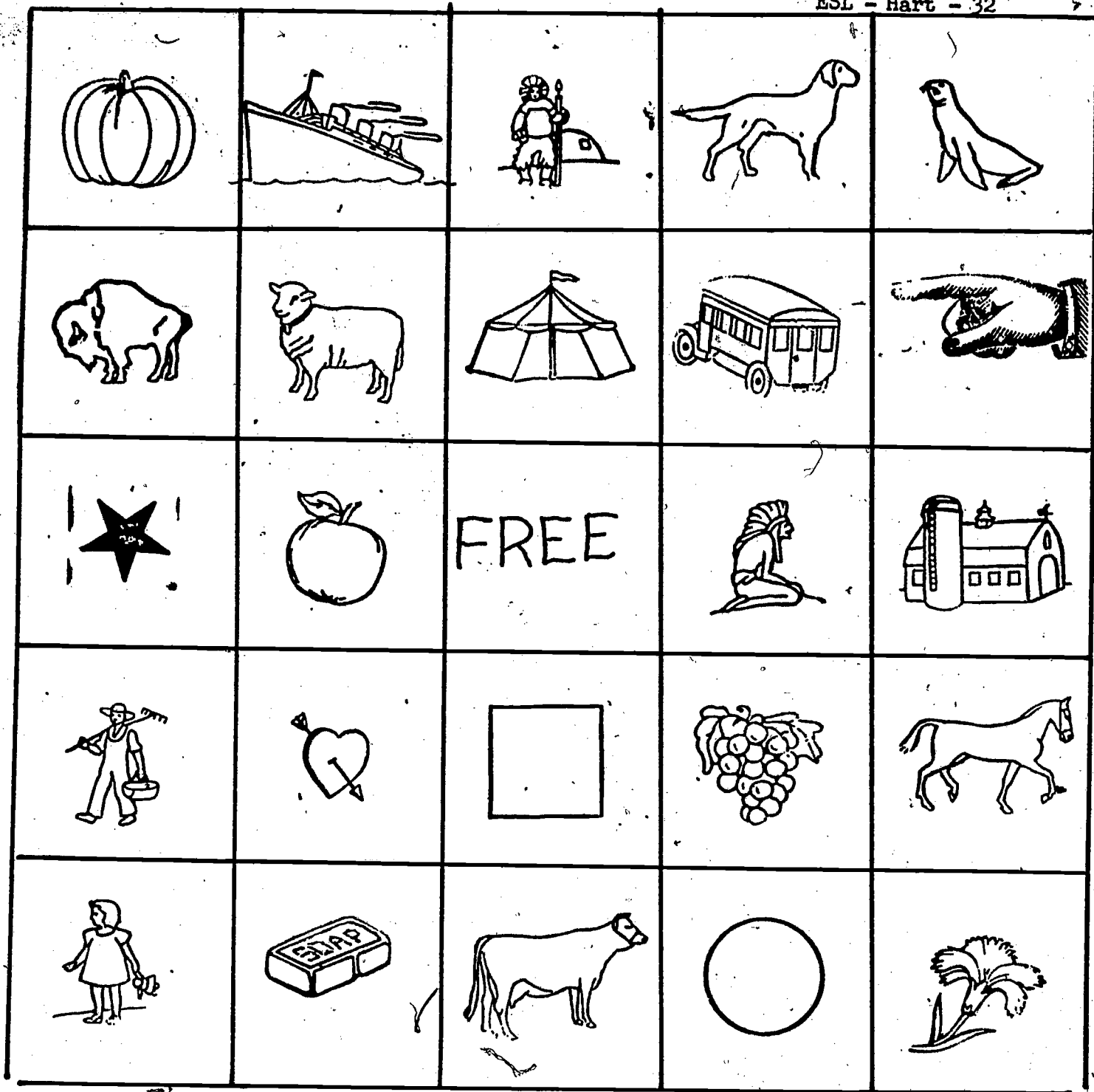


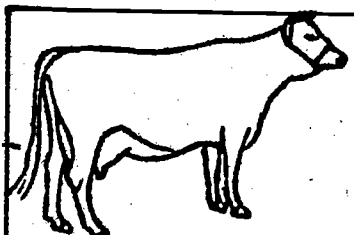
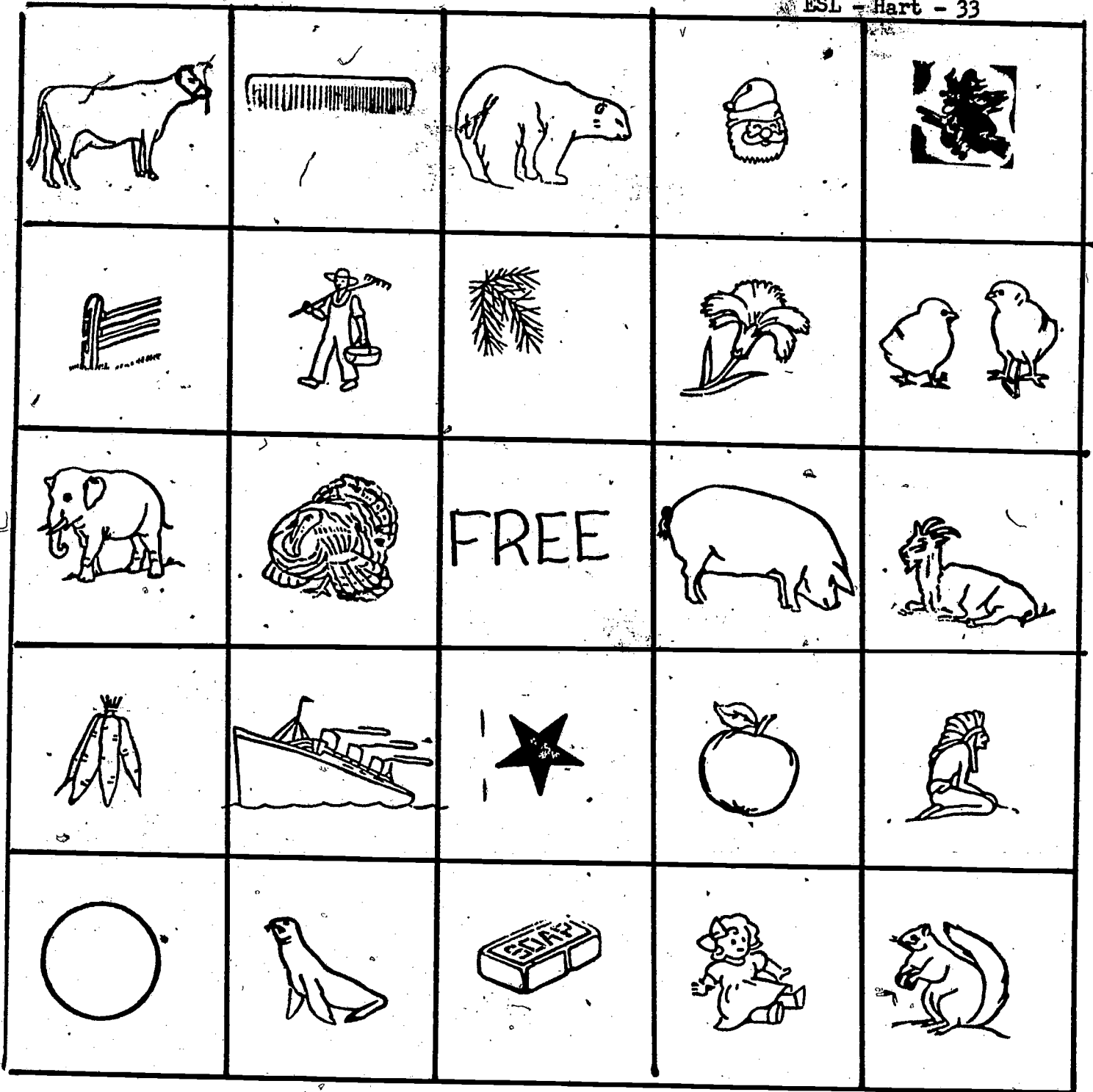
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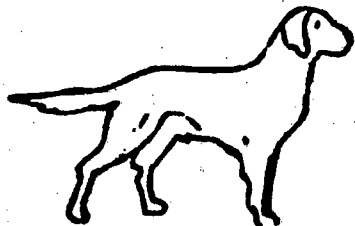
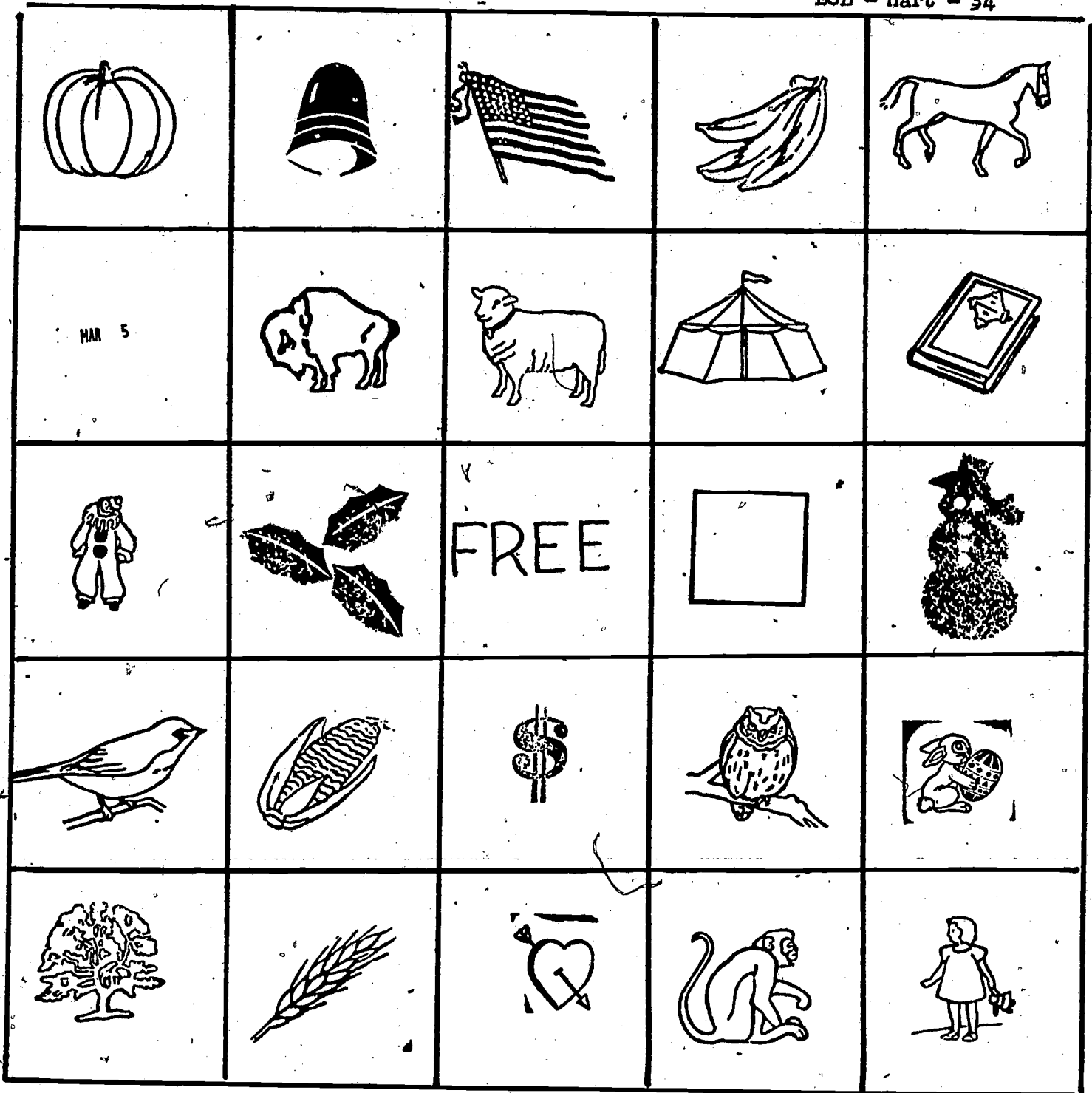
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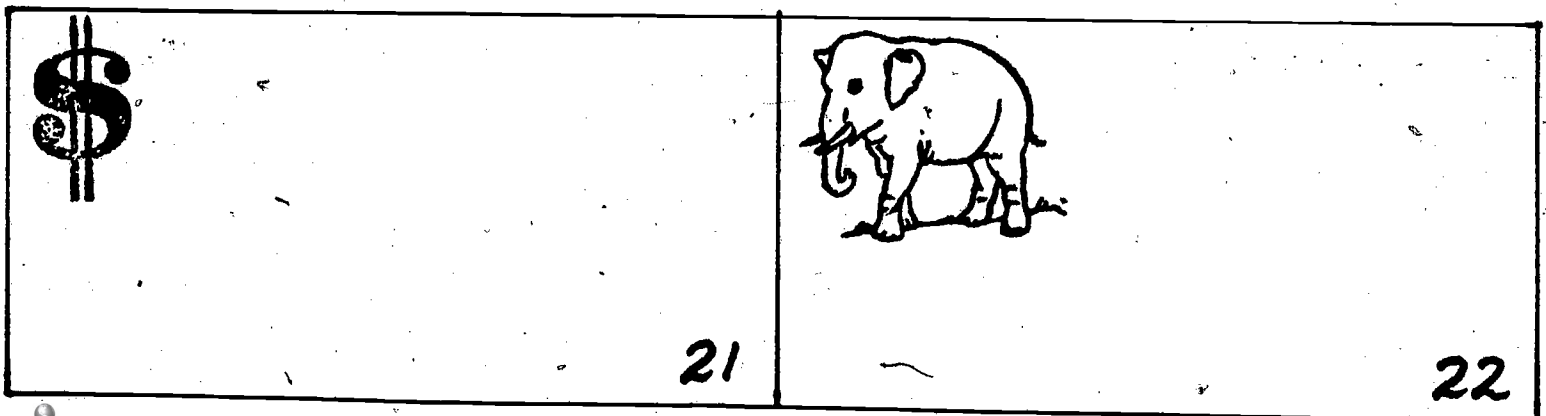
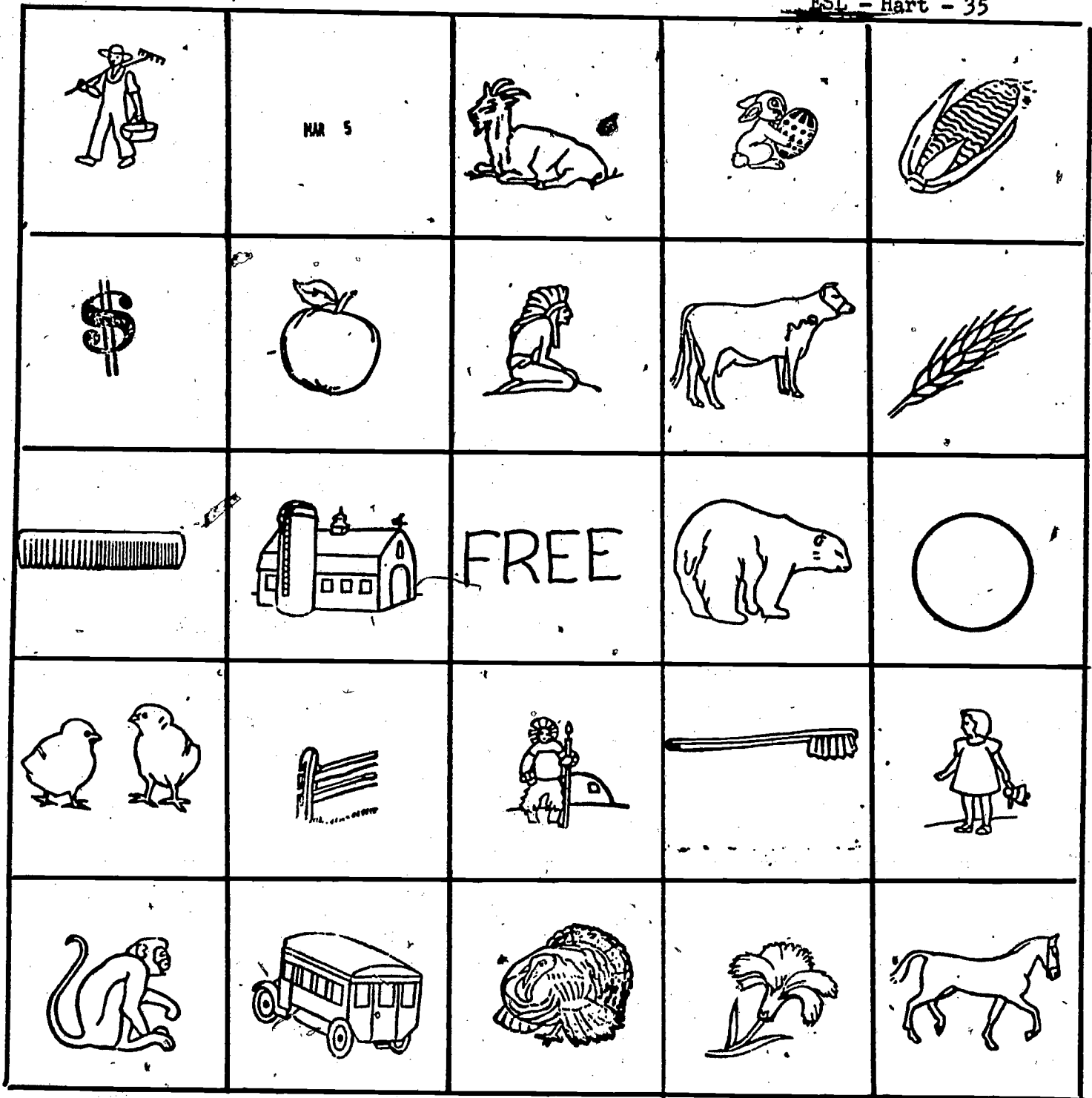
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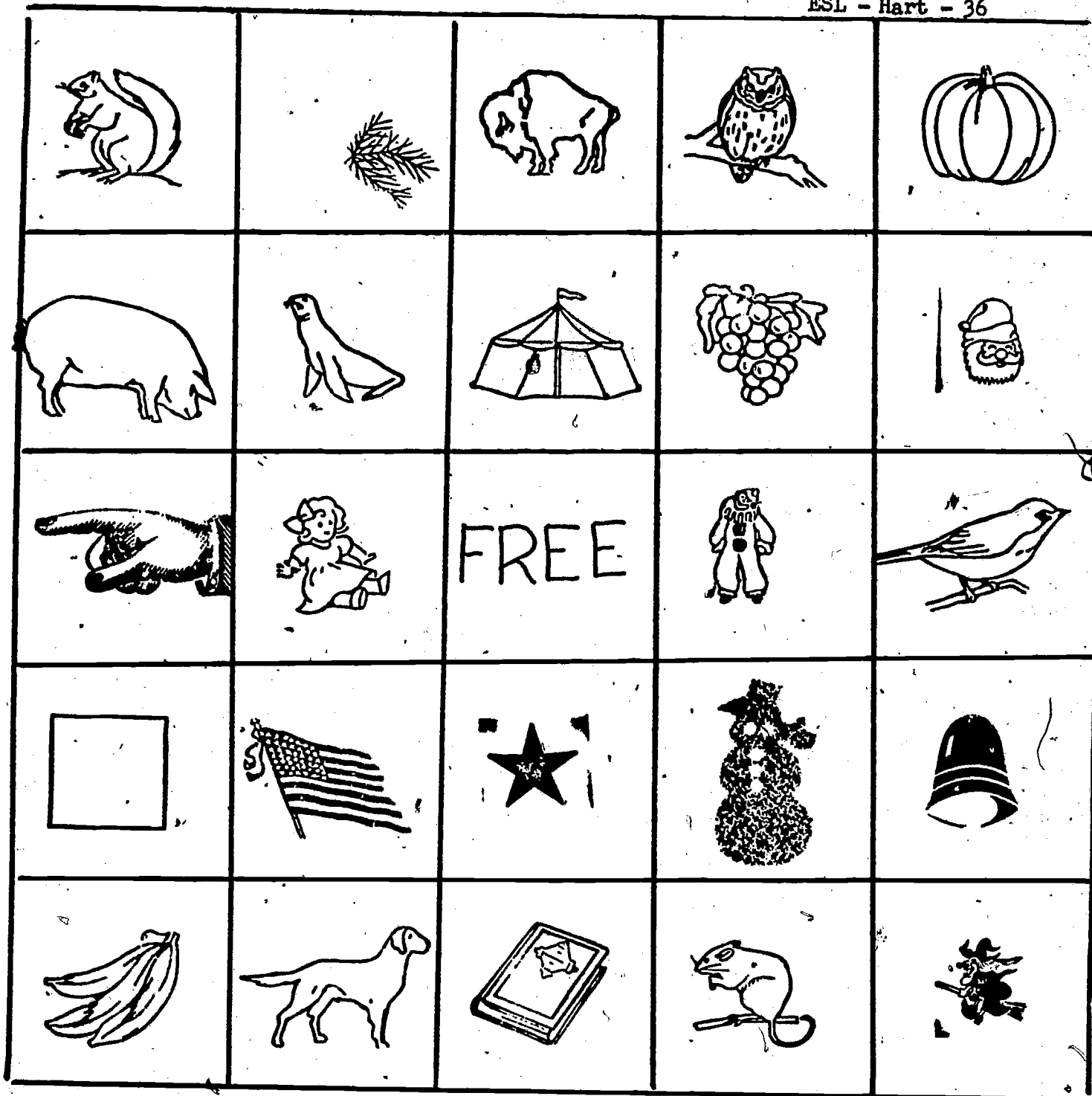


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20



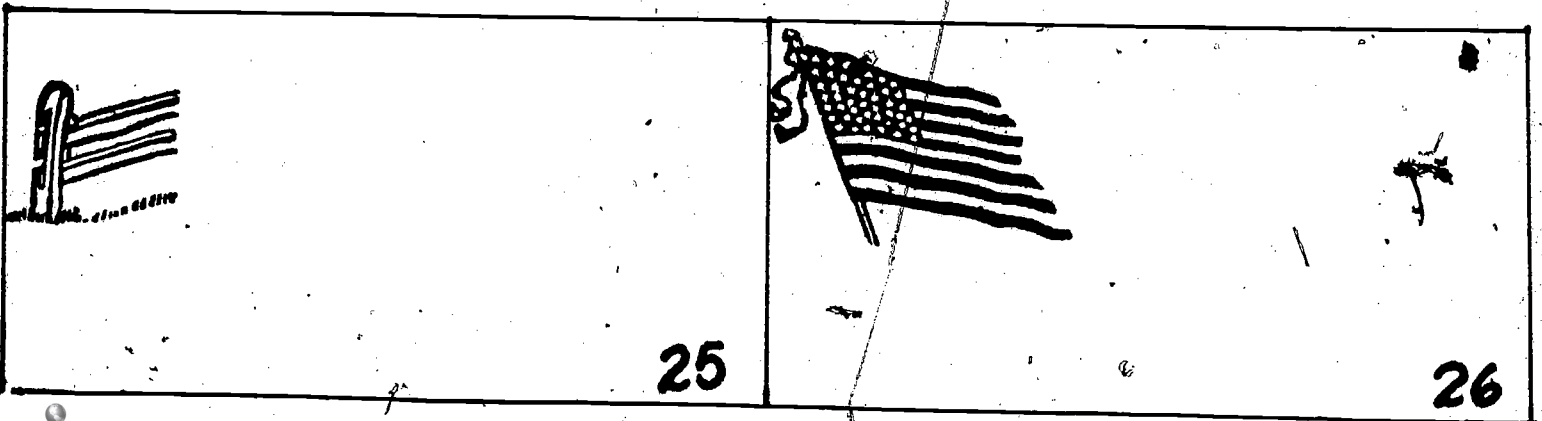
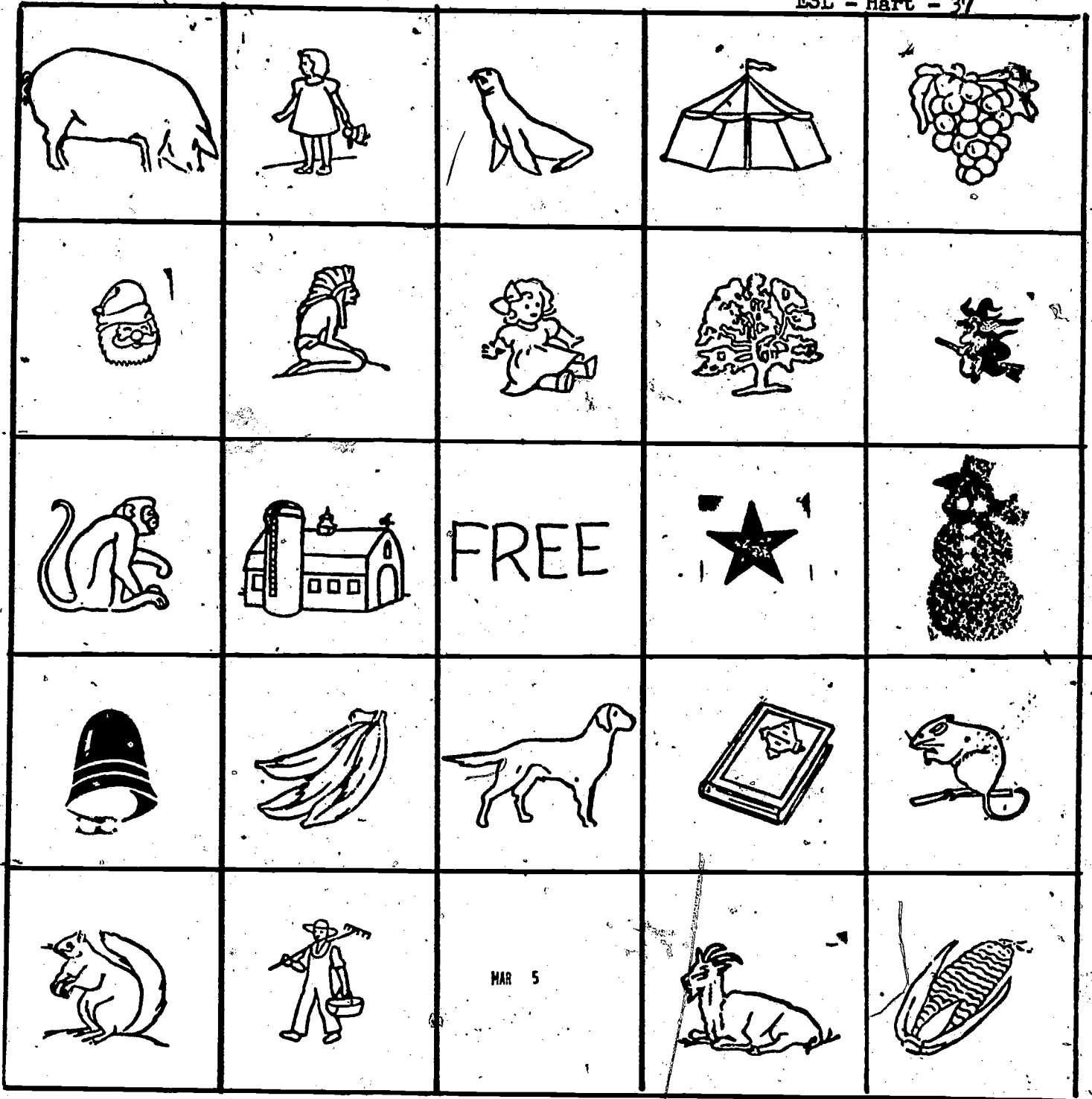


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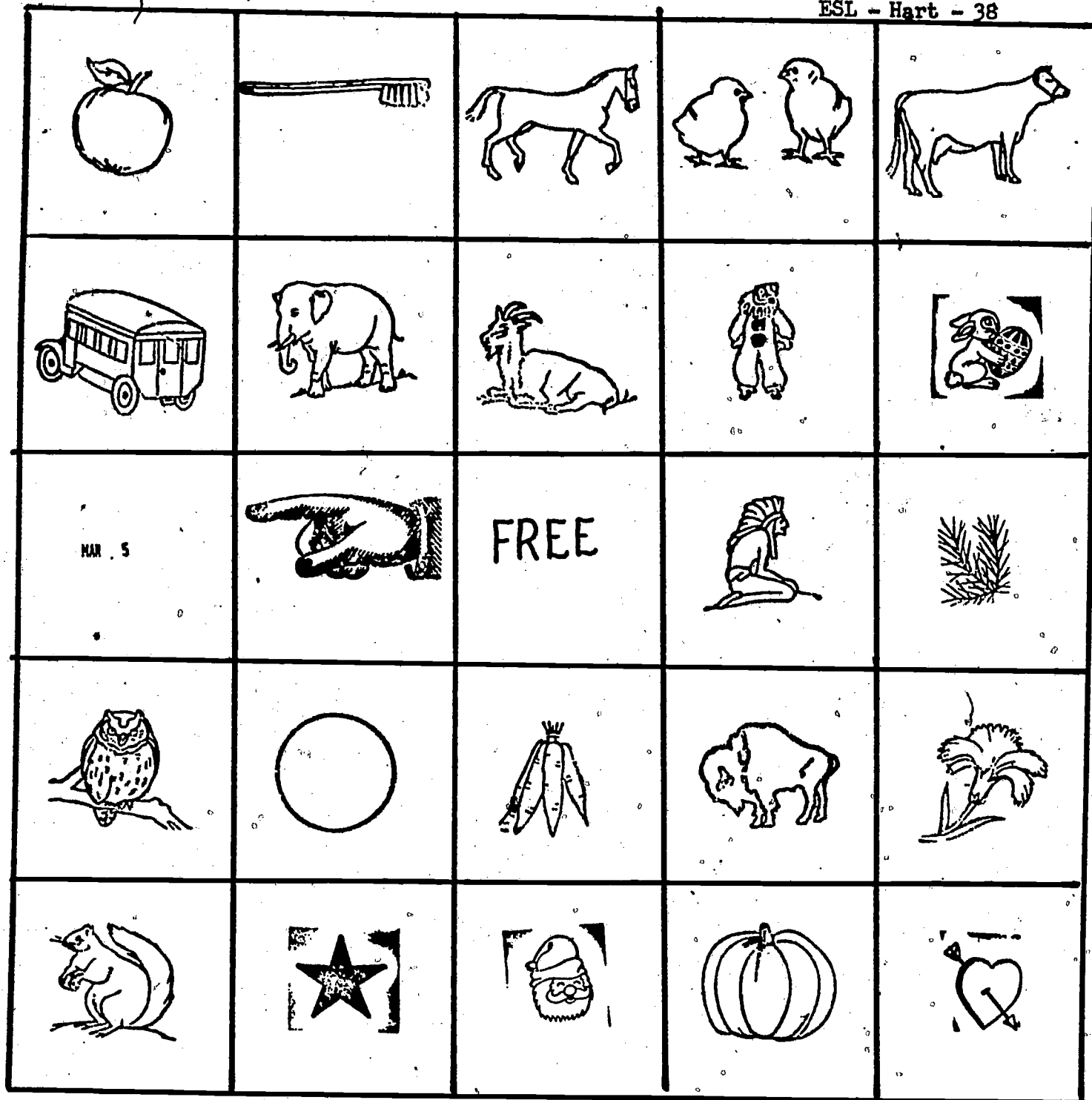


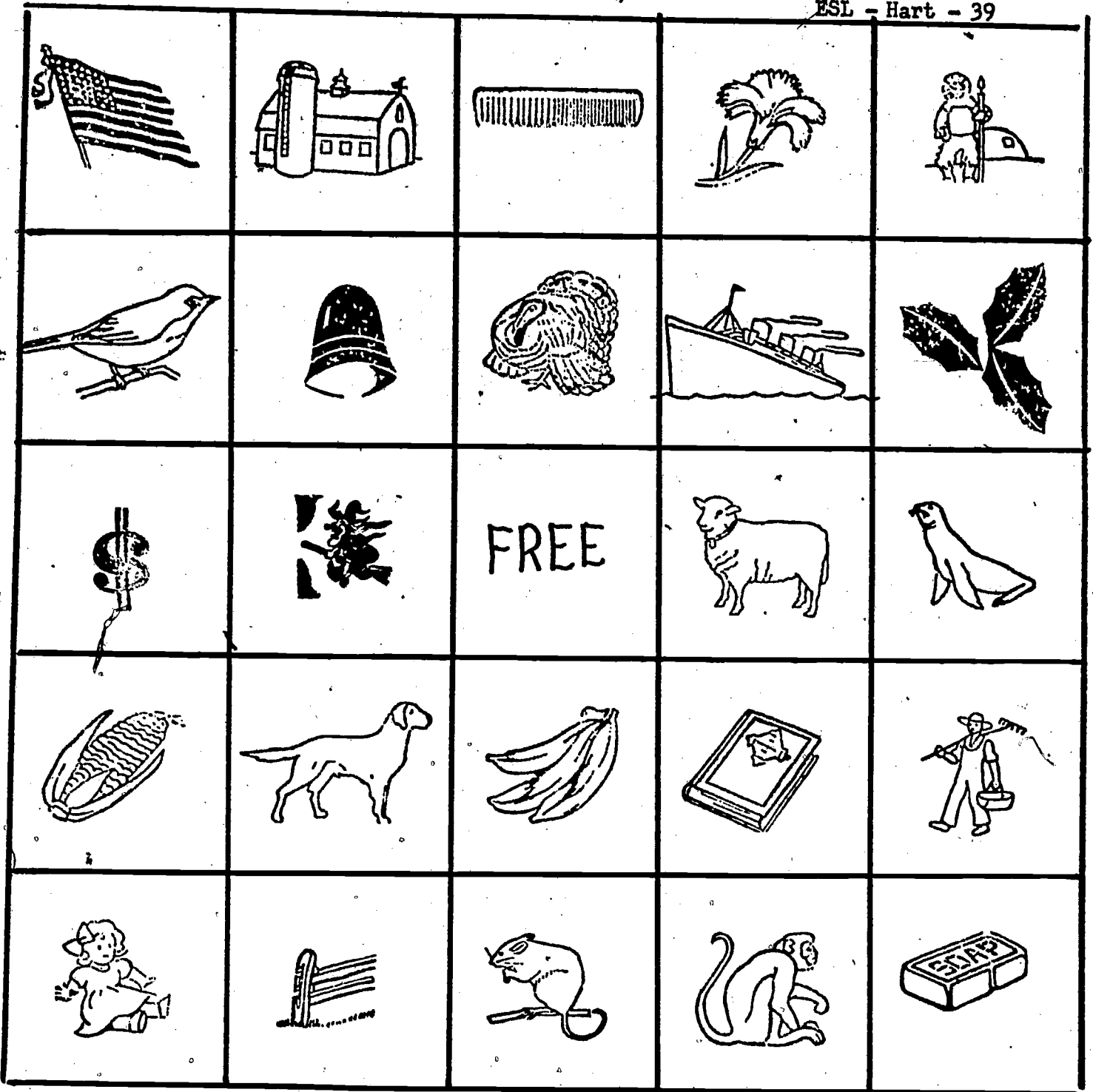
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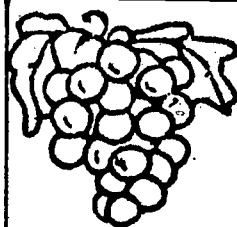




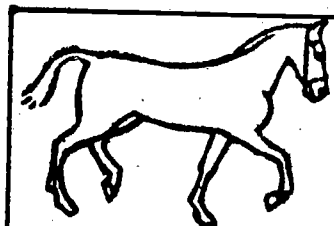
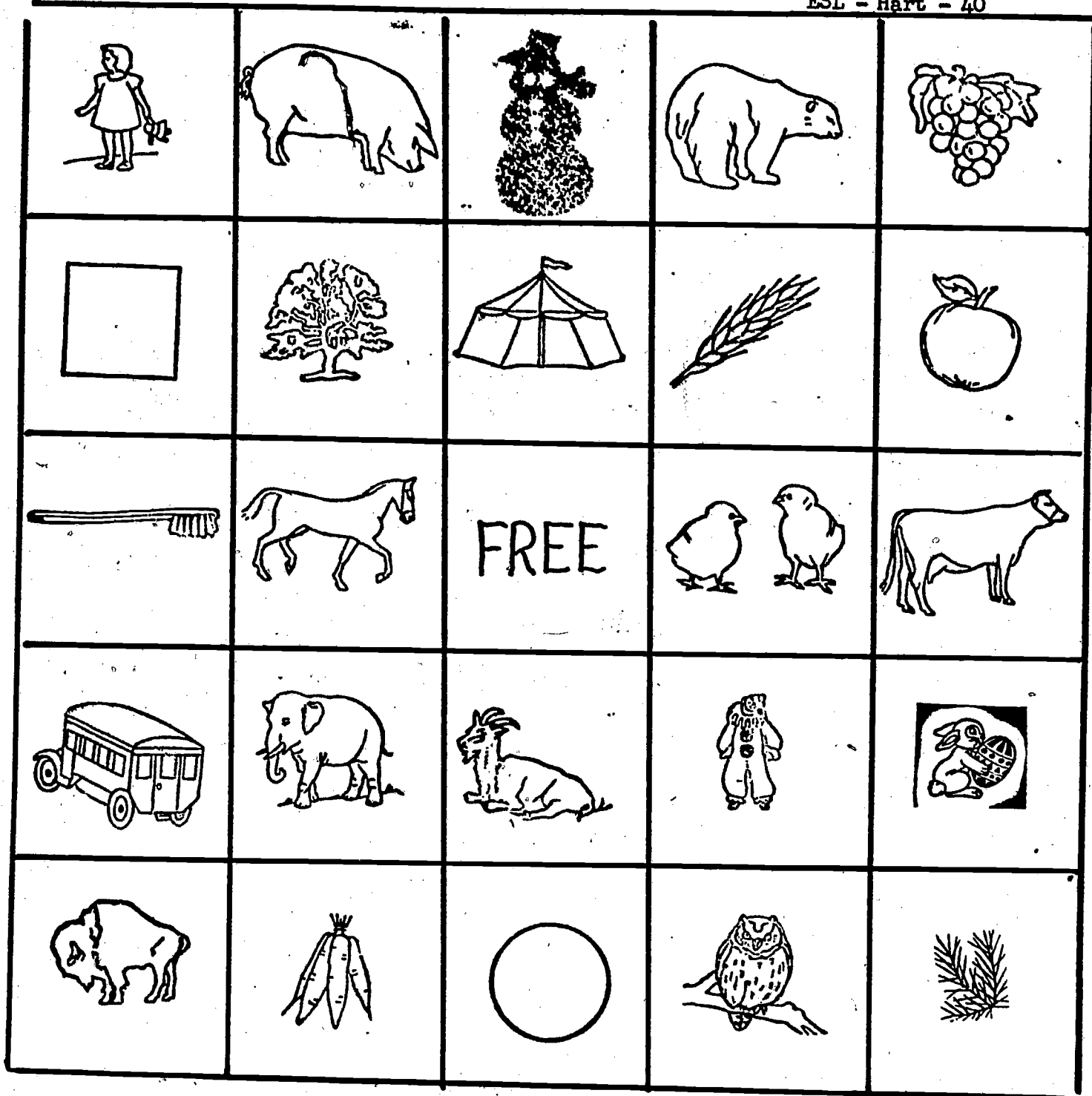




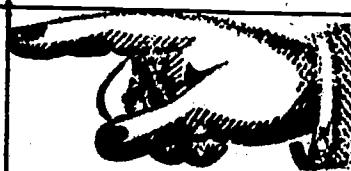
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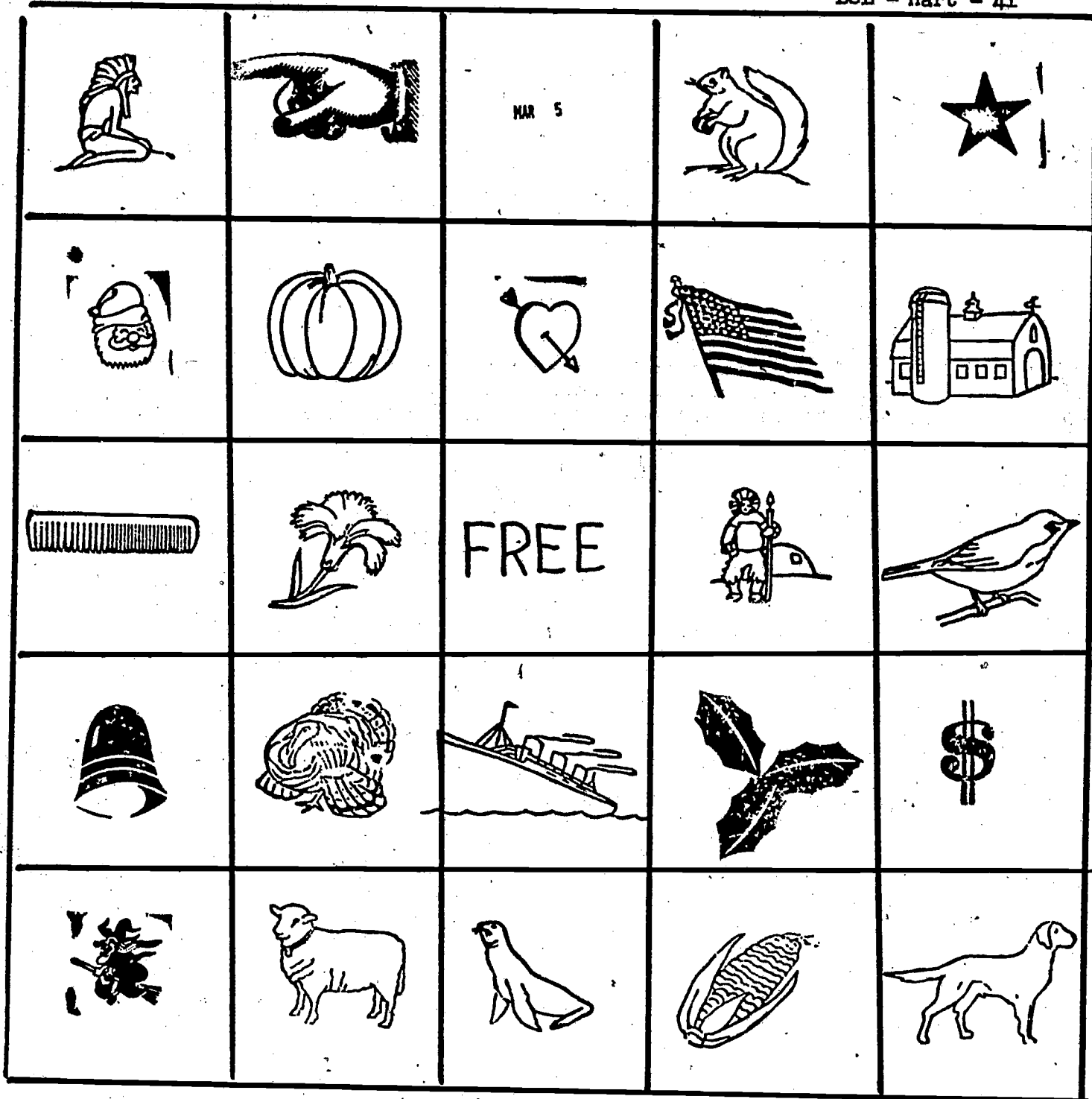
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31














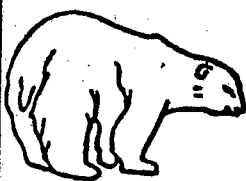

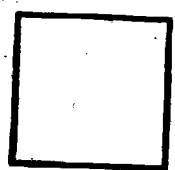

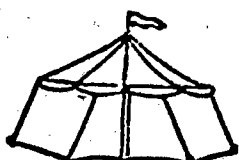



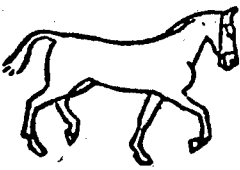
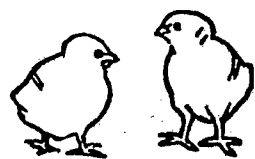



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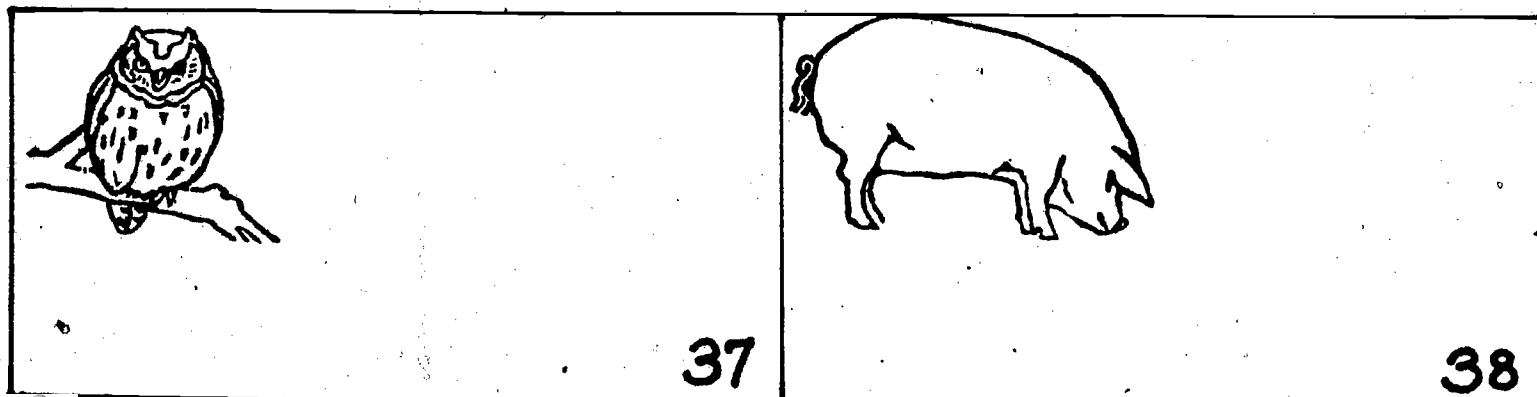
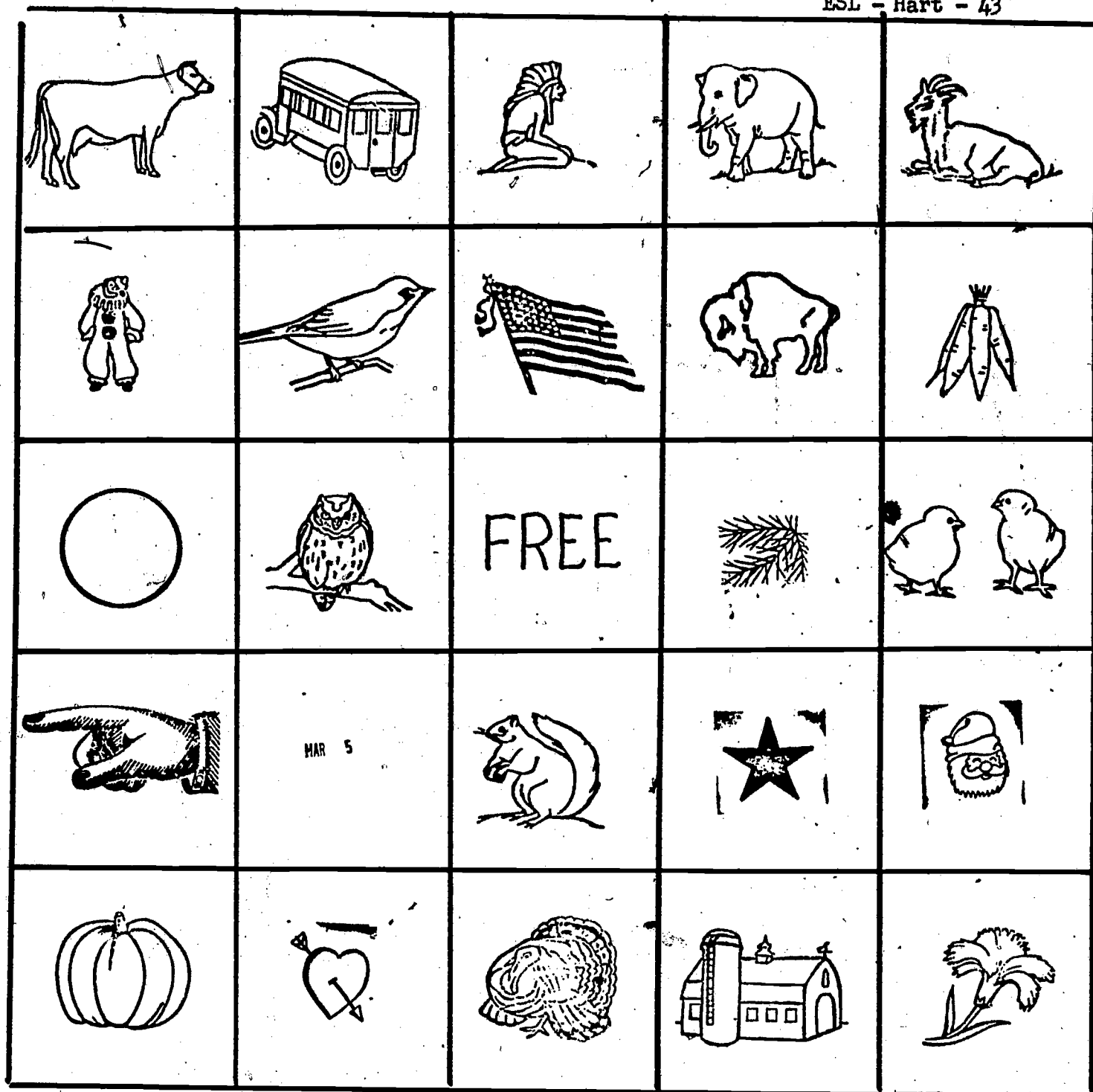
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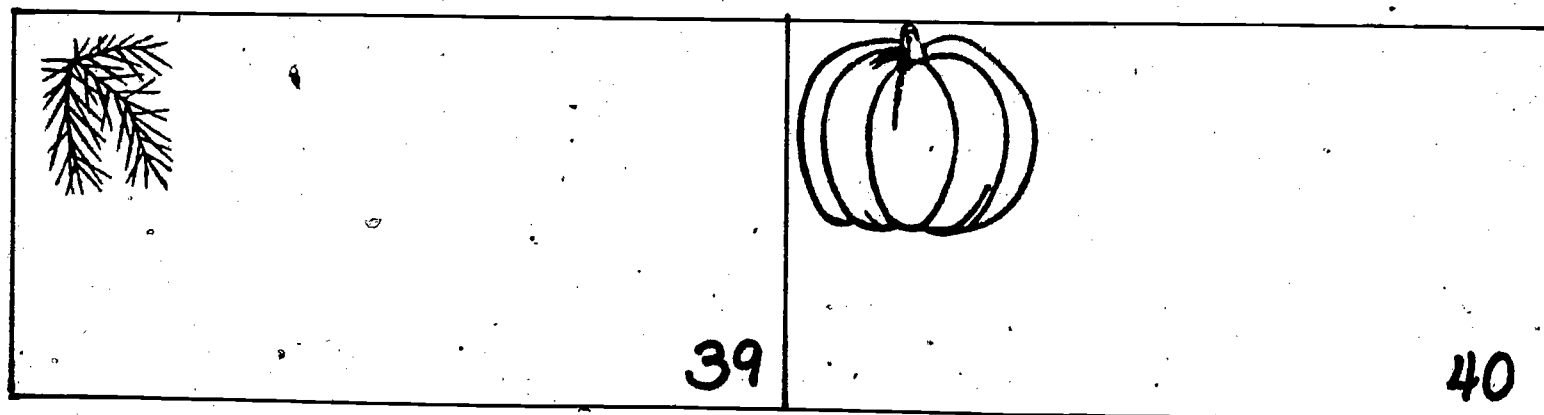
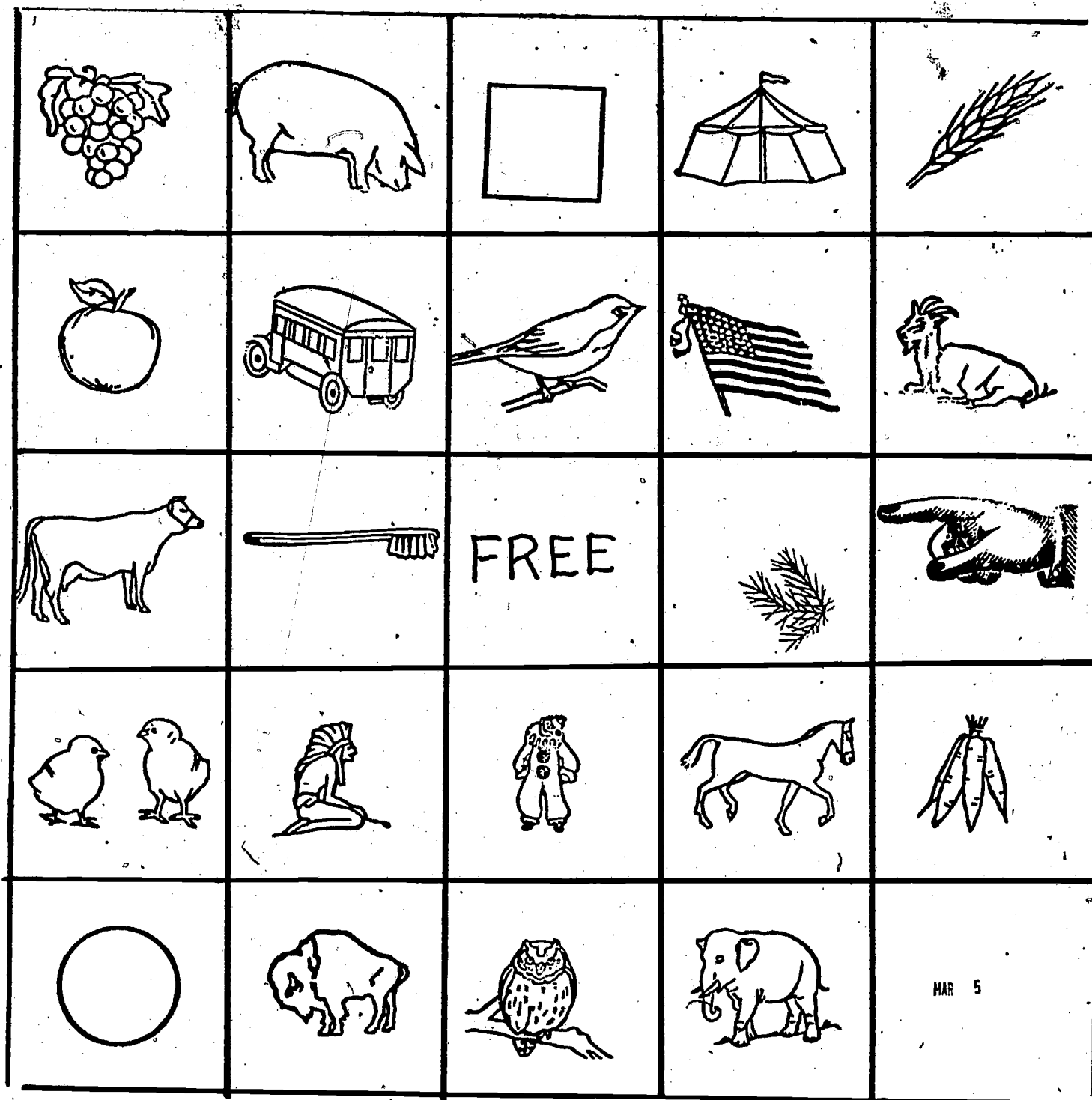


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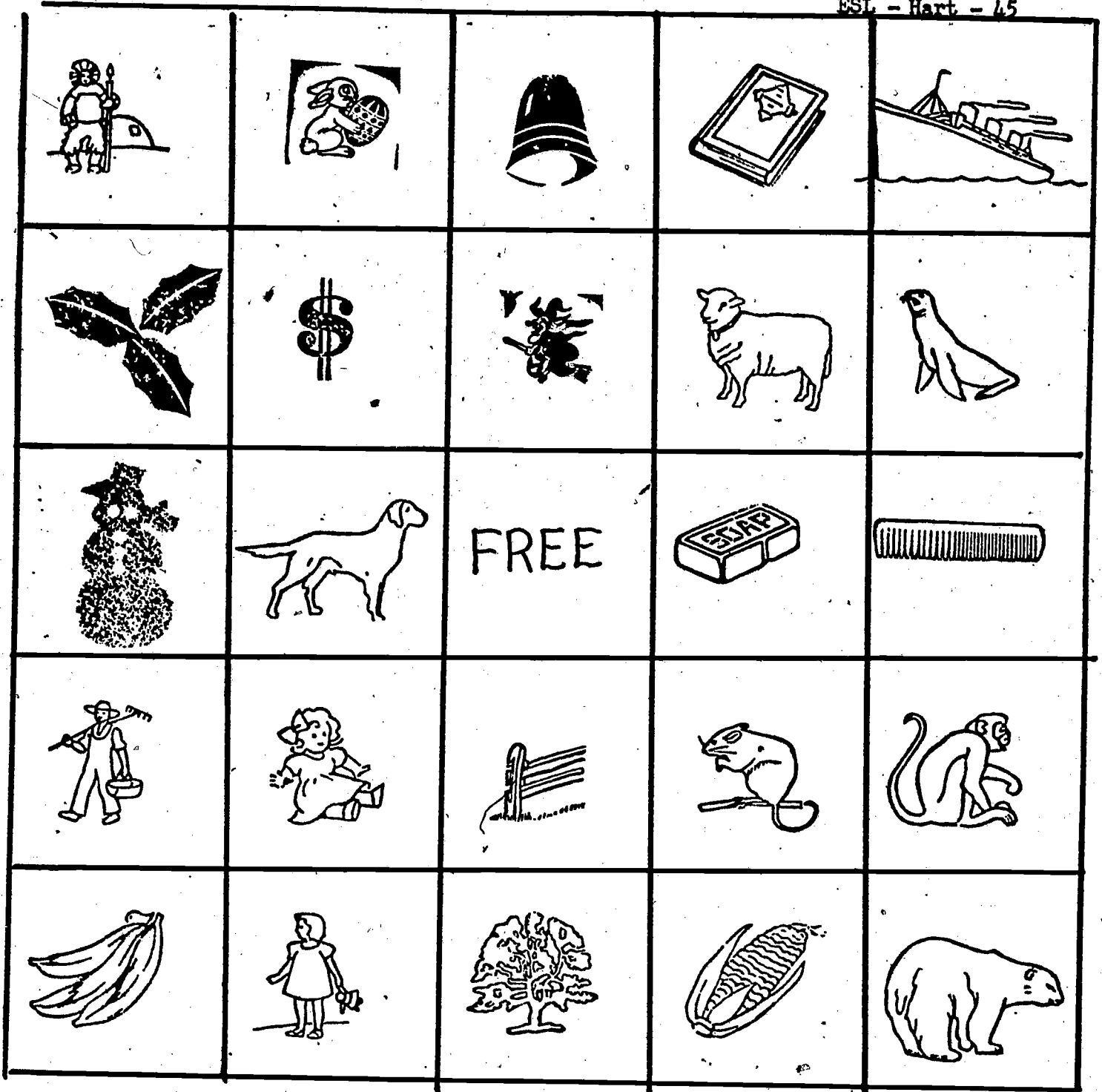
				
				
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35	36

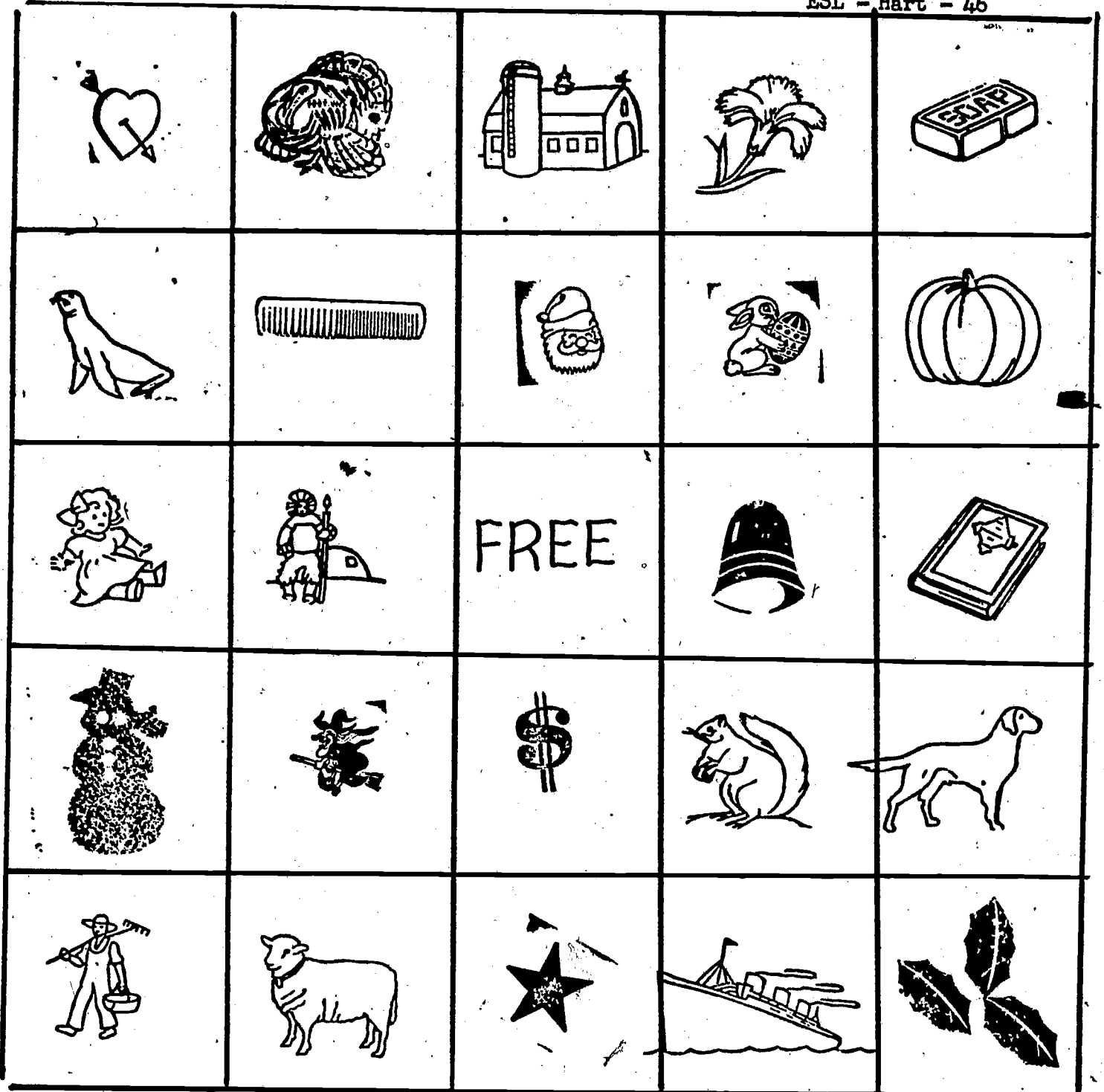




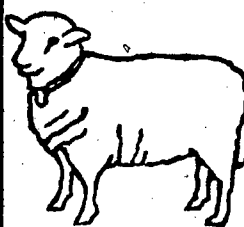




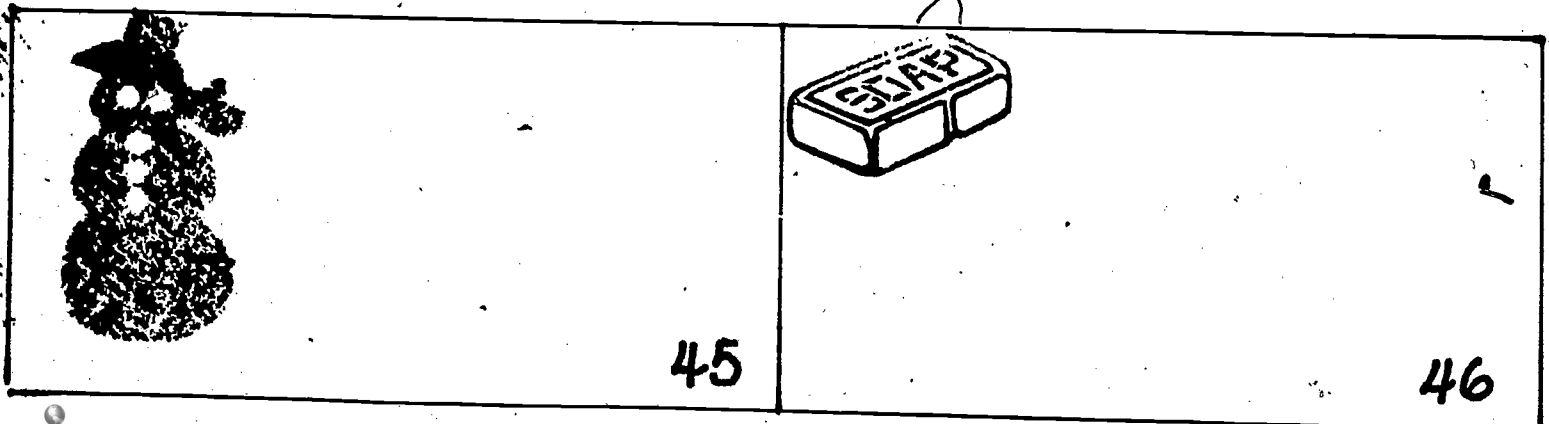
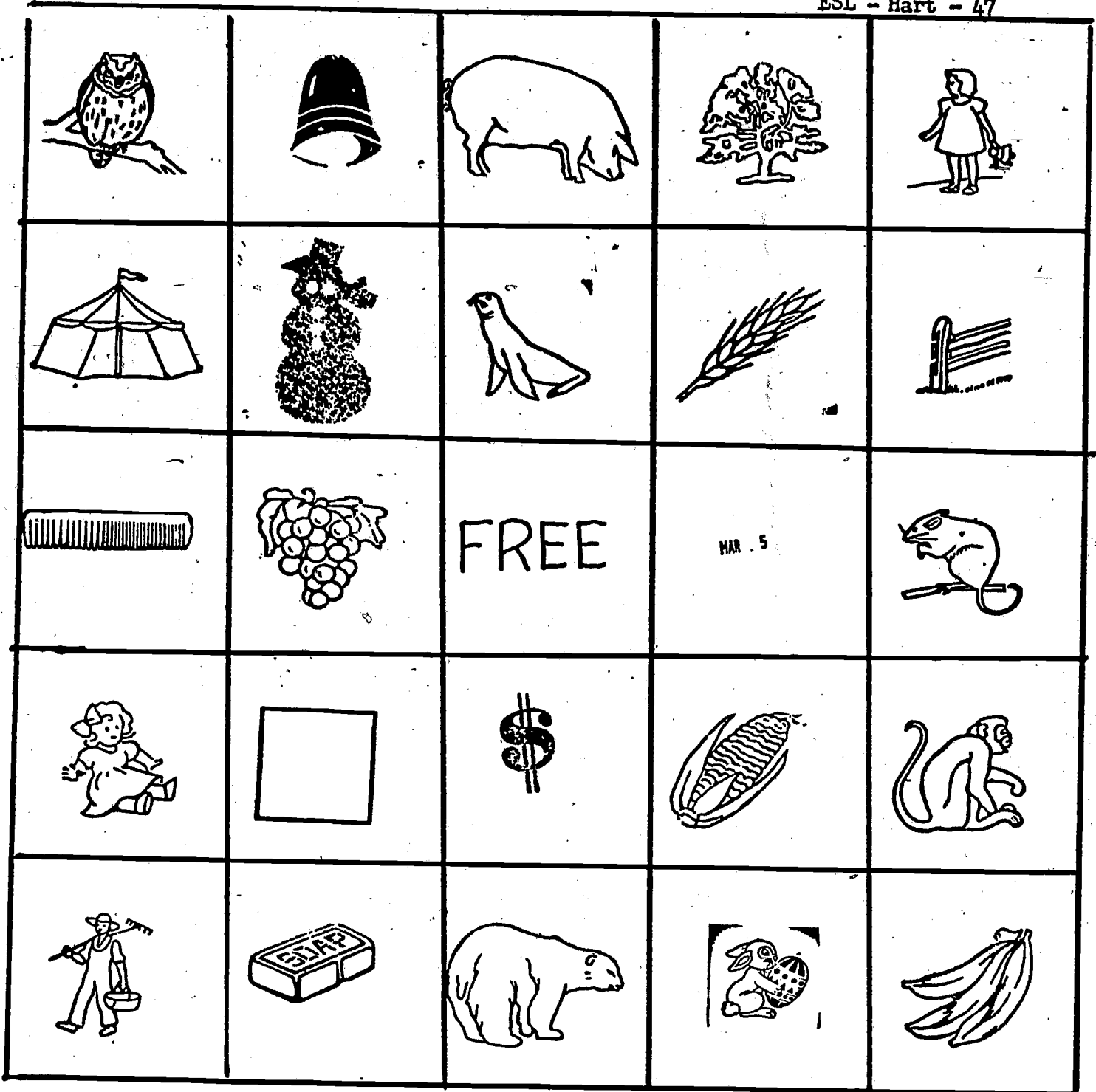


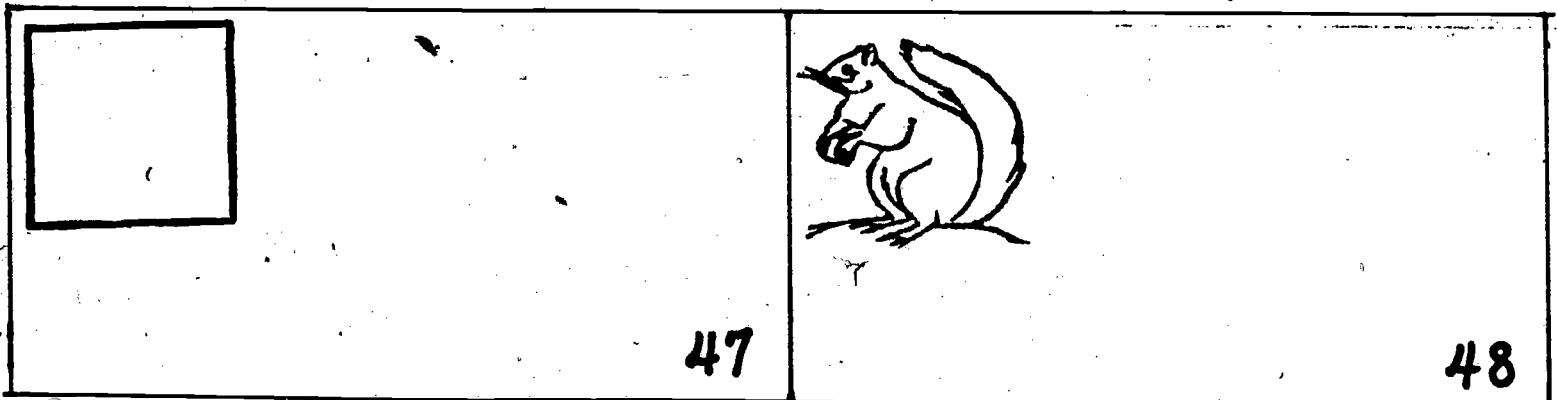
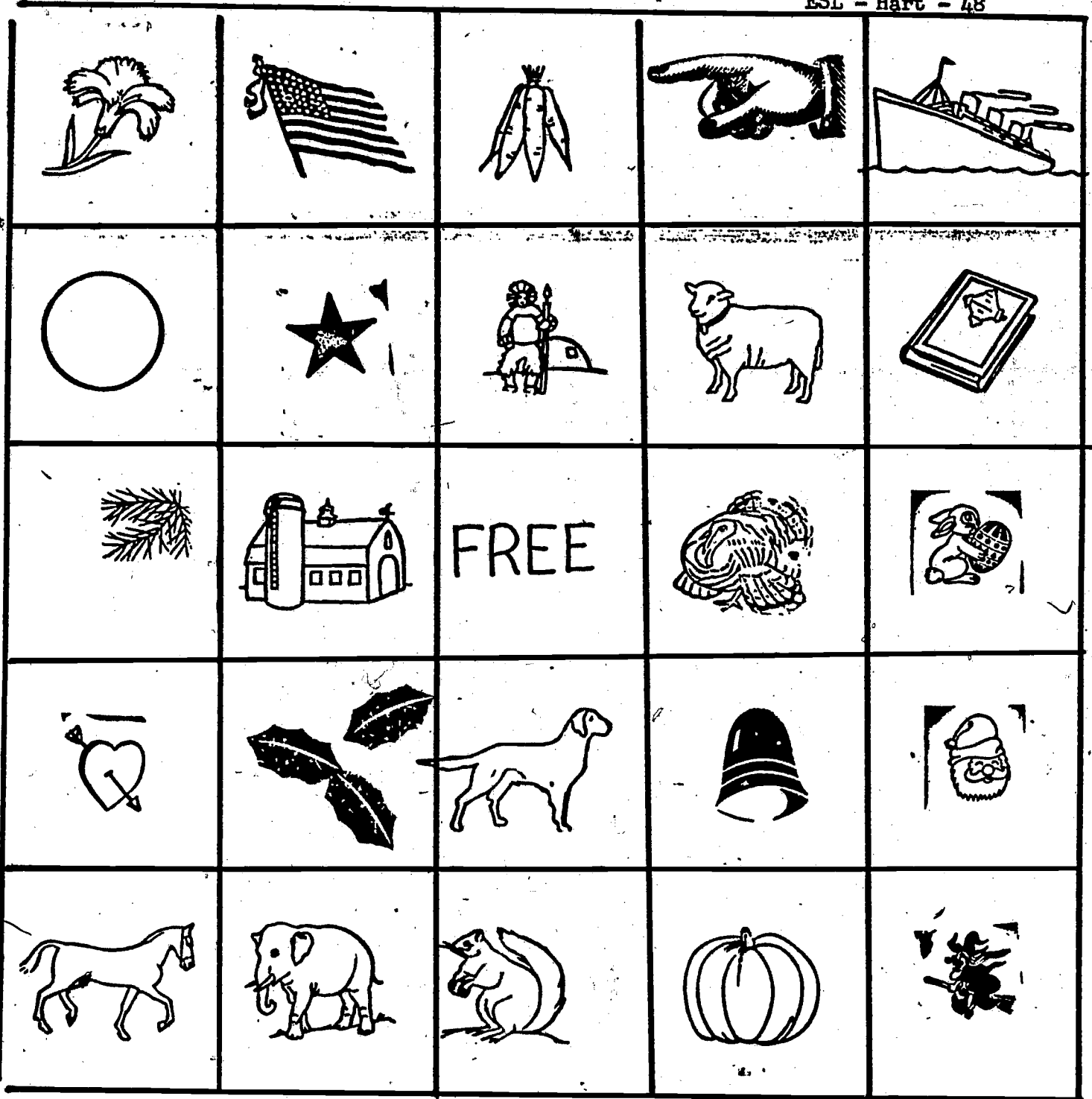



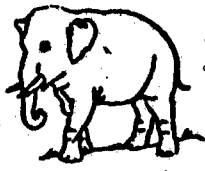
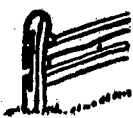





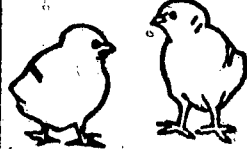
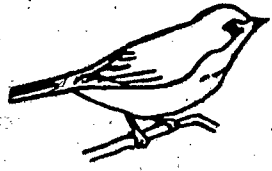

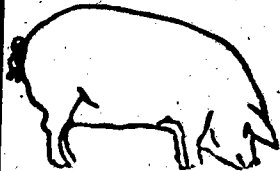








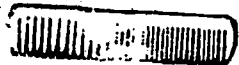
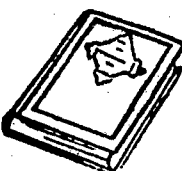
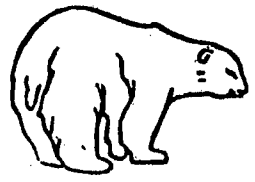
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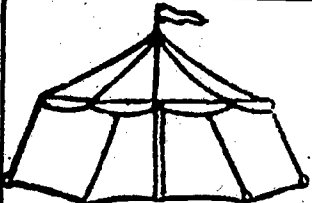


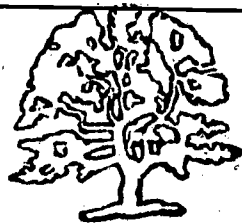
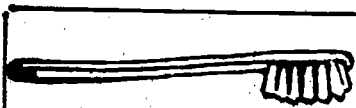
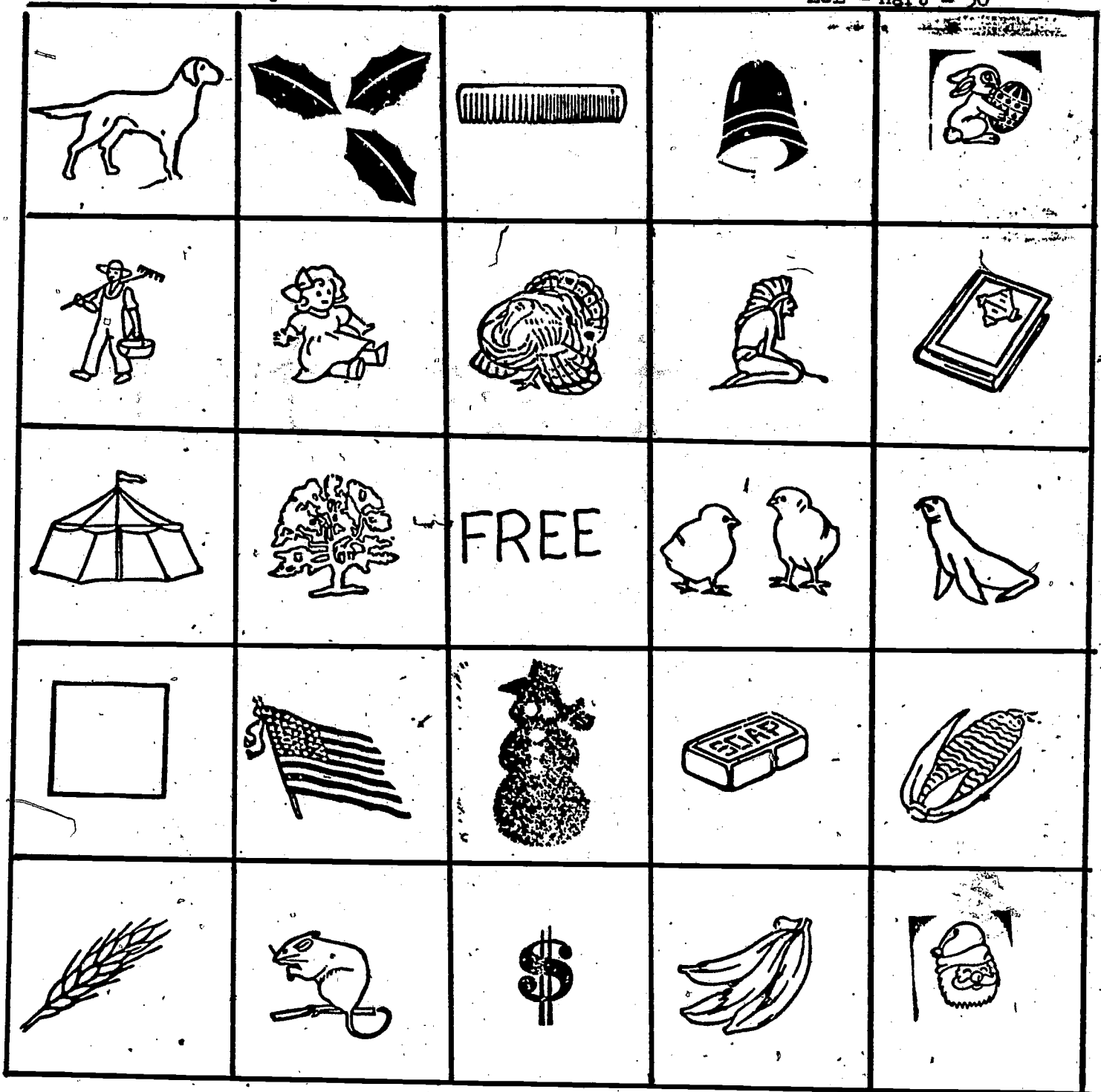
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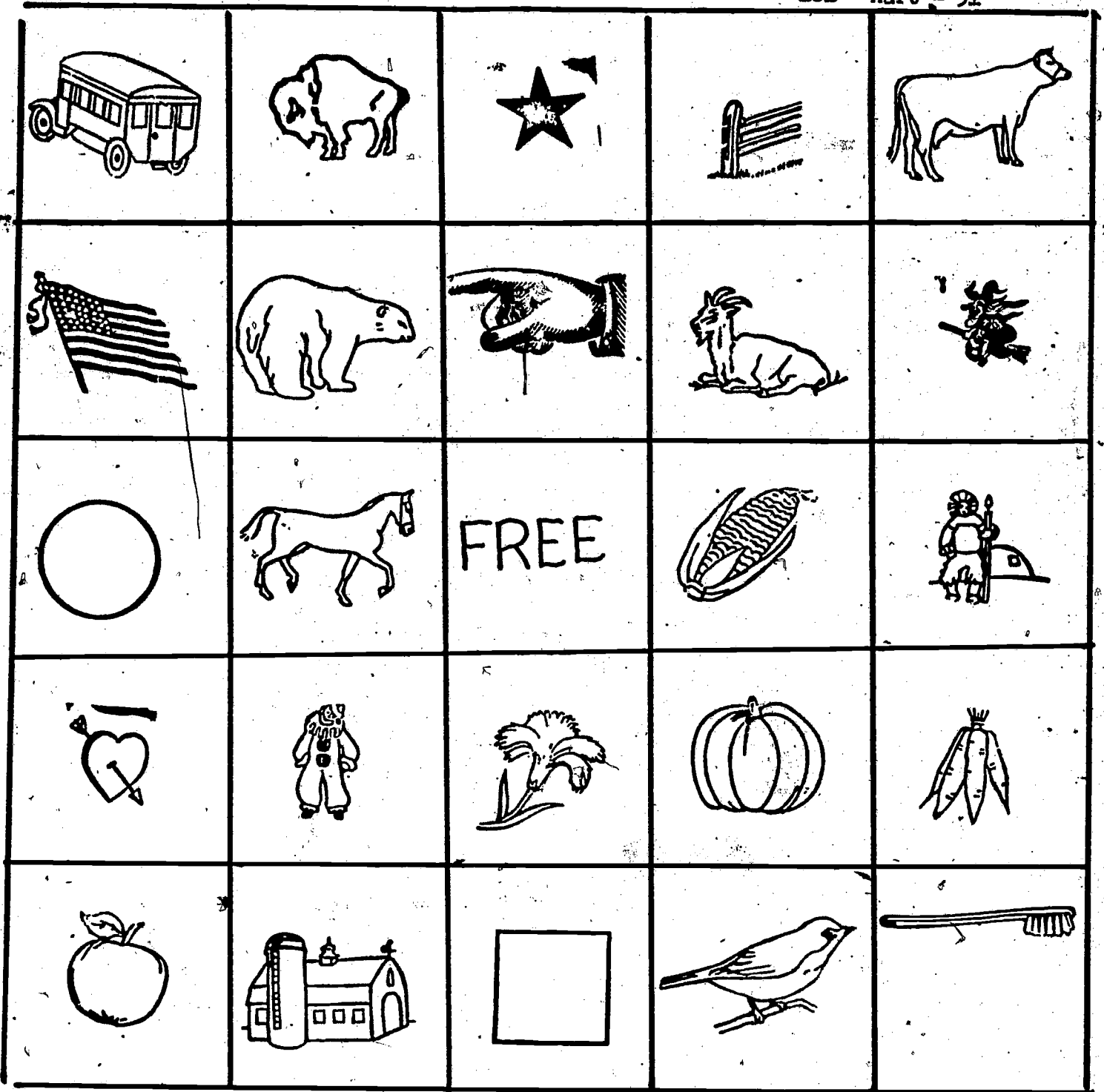




				
				
		FREE		
			MAR 5	
				

  49	  50
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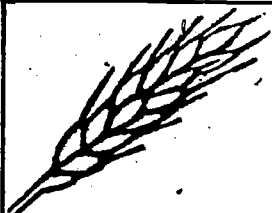
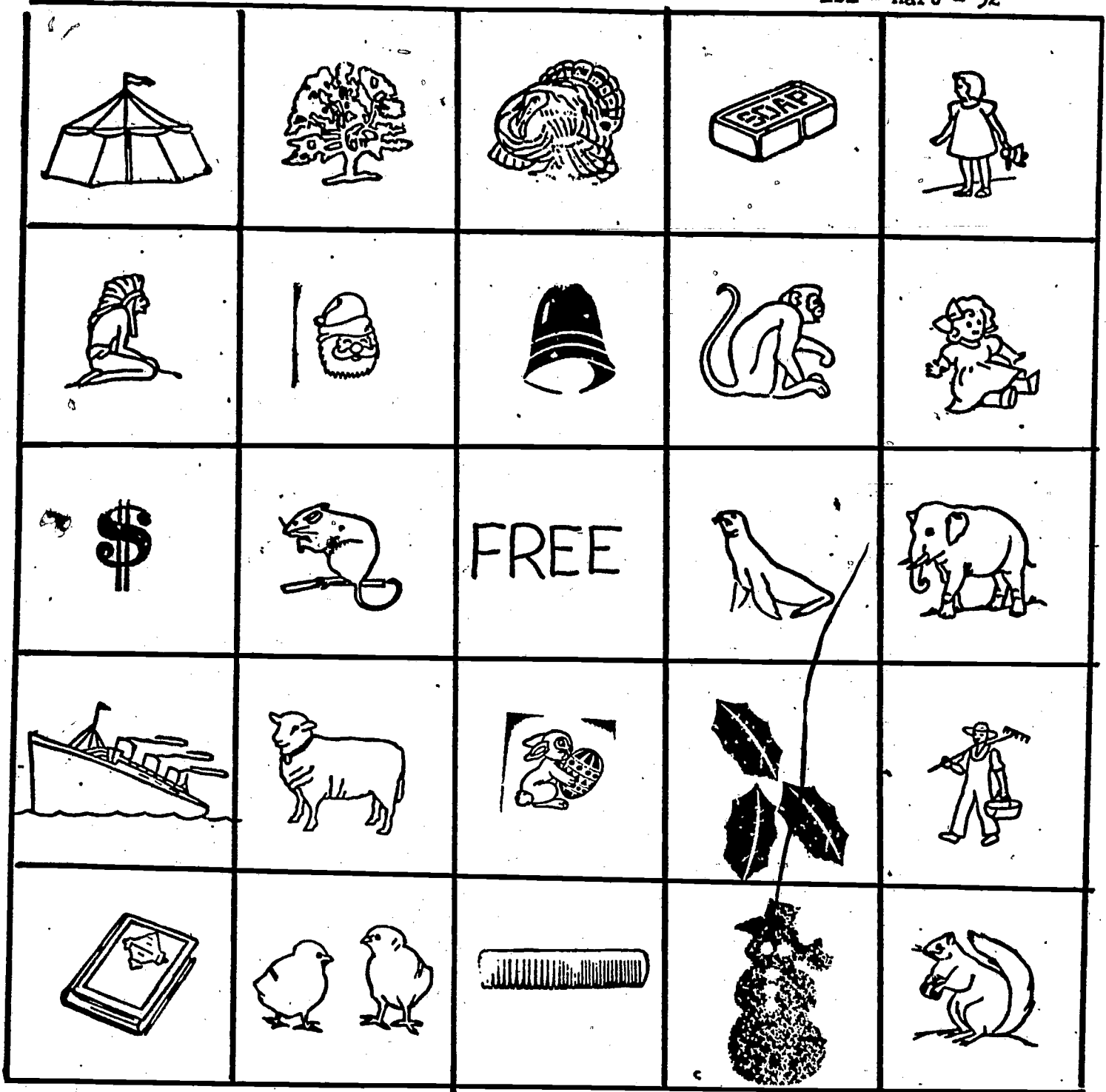


53



54

54







55



56

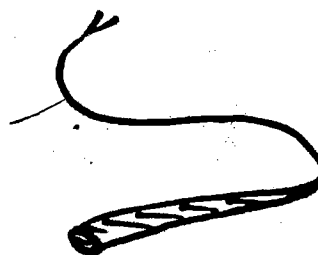
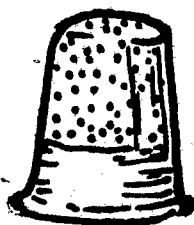
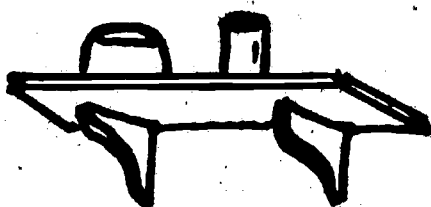
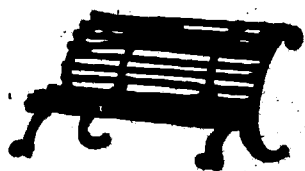


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Using tagboard, duplicate onto back of word page and cut for flashcards.



wishbone

bench

brush

whale

flashlight

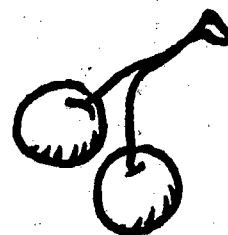
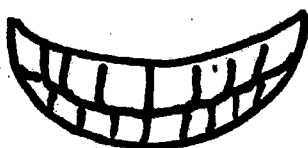
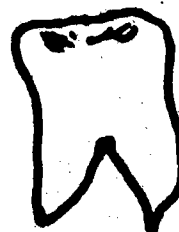
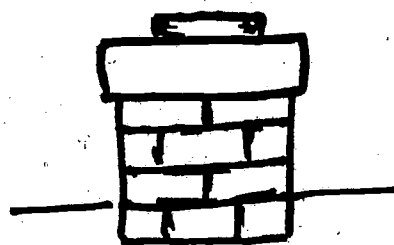
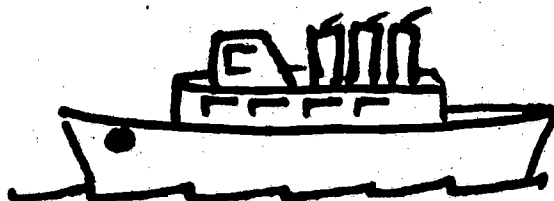
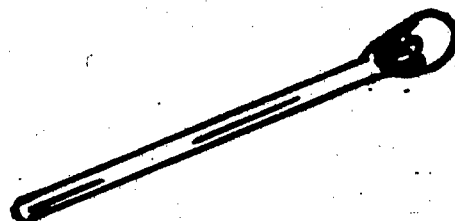
shelf

whistle

shell

whip

thimble



match

paint brush

chimney

ship

tooth

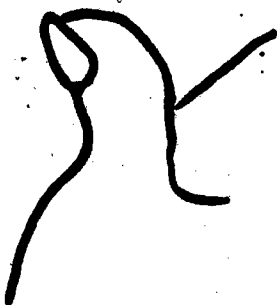
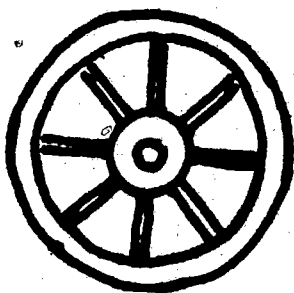
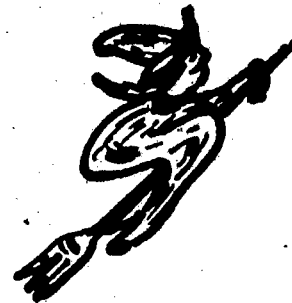
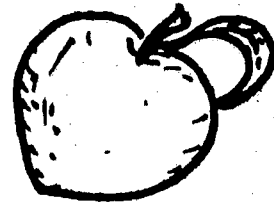
chain

thermos

teeth

cherries

fish



peach

dishes

chicken

sandwich

witch

church

cheese

wheel

sheep

thumb

## OPPOSITES

While teaching opposites, the teacher will need to create hand signals to accompany as many words as possible.

After several opposites have been thoroughly taught, the teacher may explain to the students that these words are called "opposites." There will be many instances when the teacher will have to refer to the word "opposite" while teaching new words and phrases.

in	out	open	closed
up	down	young	old
near	far	modern	ancient
over	under	new	old
weak	strong	first	last
to	from	beginning	ending
close to	away from	start	stop
into	out of	question	answer
come	go	right	wrong
come here	go away	right	left
easy	hard, difficult	alike	different
alive	dead	opposite	same
long	short	work	play
soft	hard	light	dark
buy	sell	daytime	nighttime
wet	dry	more	less
all the time	never	before	after
loud	quiet	better	worse
sick	well	forward	backward
ill	healthy	live	die
whisper	shout, yell	awake	asleep

## INSTRUCTION WORDS

The following instruction words should be demonstrated daily by the teacher until they are mastered.

trace	read	circle
print	draw	follow
answer	question	beginning
ending	middle	letter
directions	number	words
pictures	names	sentence
line	story	sound
change	paragraph	use
right	left	same

## TEACHER COMMANDS

Props needed: any book, a pencil, a blank sheet of paper

Get out your book.

Open your book to page \_\_\_\_.

Write your name on your paper.

Pass your paper to me.

Close your book.

Pick up your pencil.

Hand me your book.

Hold up your pencil.

Lay your pencil on the table.

Pick up a different pencil.

Come and get your book.



EXPANDING SENTENCES  
(Opposites should precede this lesson.)

The teacher presents a picture, makes an oral statement concerning the picture, and student repeats. At some point during the procedure the student should try to make a statement without assistance. The following are examples which might accompany two separate pictures.

This is a horse.

The horse is strong.

The strong horse is brown.

The strong, brown horse is big.

The big, strong, brown horse has white feet.

The big, strong, brown horse has four white feet.

The big, strong, brown horse can run on his four white feet.

The big, strong, brown horse can run and jump on his four white feet.

The big, strong, brown horse can run fast and jump high on his four white feet.

These are kittens.

The kittens are gray and white.

The gray and white kittens are little.

The little gray and white kittens are soft.

The soft, little gray and white kittens are pretty.

The pretty, soft, little gray and white kittens are hungry.

The pretty, soft, little gray and white kittens are hungry and sleepy.

The hungry little kittens are crying.

## PRONOUNS

Place accompanying chart with stick people and dog in view of the students. Pointing to the chart, explain exactly what persons are included in each pronoun.

Write the following on the board:

I \_\_\_\_\_ me.  
 He \_\_\_\_\_ him.  
 She \_\_\_\_\_ her.  
 It \_\_\_\_\_ it.  
 We \_\_\_\_\_ us.  
 They \_\_\_\_\_ them.  
 You \_\_\_\_\_ you.

Say the example sentences below while pointing to each appropriate pronoun in the chalkboard list.

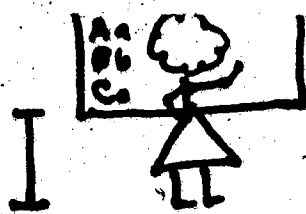
I like it. (For "it" pantomime petting a dog or point to a table, desk, etc.)

I like you.  
 I like them.  
 I like her.  
 He likes me.  
 She likes you.  
 He likes her.  
 She likes him.  
 It (the dog) likes me.  
 We like him.  
 We like you.  
 You like him.  
 You like them.  
 We like her.  
 They like him.  
 They like us.  
 They like you.

Use other verbs such as see, hear, watch.

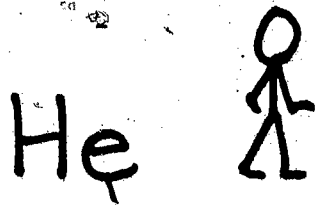
# PRONOUNS

(Accompanying sentence  
examples on page 63.)  
ESL - Hart - 64



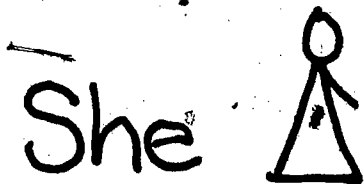
I

\_\_\_\_\_ me.



He

\_\_\_\_\_ him.



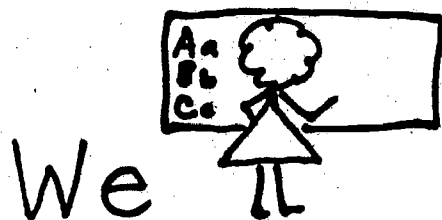
She

\_\_\_\_\_ her.

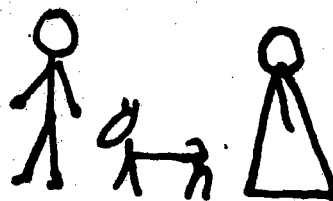


It

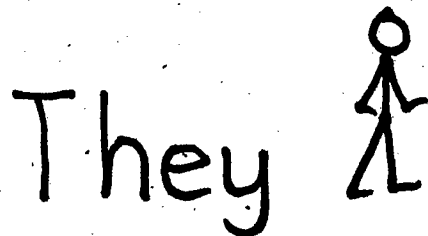
\_\_\_\_\_ it.



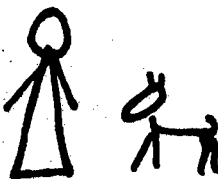
We



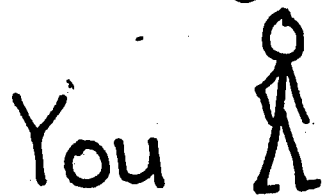
\_\_\_\_\_ us.



They

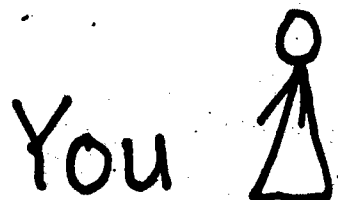


\_\_\_\_\_ them.



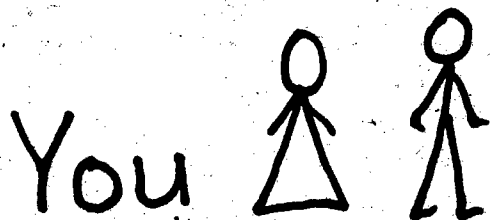
You

\_\_\_\_\_ you.



You

\_\_\_\_\_ you.



You



\_\_\_\_\_ you.

## PRONOUNS

See the car. It is here. (Teacher says, "What does 'it' mean?")

Ann rides in the car. She likes to ride.

John is my father. He is a man.

You and I study English. We like to study English.

See the cat. Feed it.

Ann rides in the car. John is riding her in the car.

John is my father. I love him.

The monkey jumped. We saw him.

John and Ann ride in the car. They like to ride

John and Ann ride in the car. We saw them.

We will have a party. It will be fun.

Ann is in the car. I see her.

John and I ride in the car. We like to ride.

John and you ride in the car. You like to ride.

You and John ride in the car. You like to ride in it.

John is a good man. He likes you and me. He likes us.

See the cat. I like him. He is a boy cat.

See the mother cat. I like her.

See the red car. I like it. It is a good car.

Do you see the red car? Do you like it?

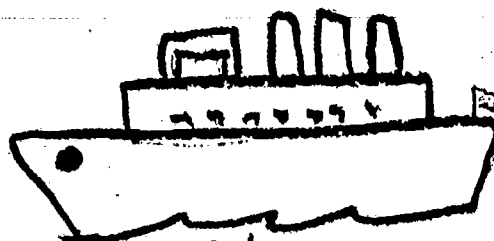
Do you see John and Ann? Do you see them in the car?

Do you like to study English? Do you like it?

TROUBLESOME VOWEL SOUNDS



sheep



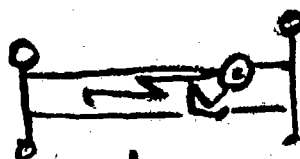
ship



sip



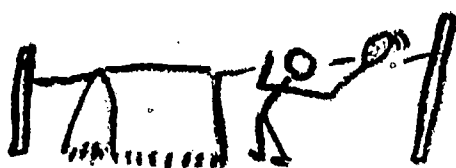
slip



sleep



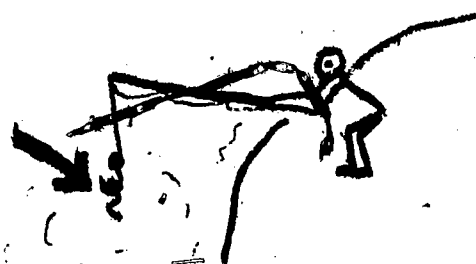
slap



beat



bite  
bit



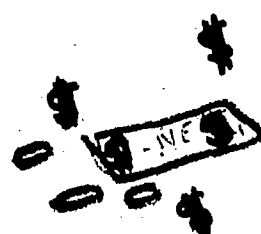
bait



bat



beet



bet

CHECK-UP FOR ORAL COMPREHENSION

Issue pencil and drawing paper to the students, then read the following commands to the students.

Put your name in the top right corner of the paper.

Under your name write the date.

Draw a long line down the left side of the page.

Make a circle around the year.

Put an X in the lower left corner of the page.

Circle the X.

Draw a box in the center of the page.

Make a verticle line over the box.

Put a horizontal line across the bottom of the page.

Draw a line from the box to the date.

Draw a tree on your page.

Draw a line through the tree.

Draw an apple on the ground under the tree.

Put a triangle in the top left corner of your paper.

Over the line at the bottom of your page, write to ten.

Fold your paper vertically and pass it to the person in front of you.

IF

If you go to America, you will learn English.

You will learn English if you go to America.

If I get hungry, I will eat.

I will eat if I get hungry.

If I look, I will see the \_\_\_\_\_ (use a familiar noun).

I will see the \_\_\_\_\_ if I look.

If I get the money I will buy a car.

I will buy a car if I get the money.

If I wash my hair, it will be clean.

My hair will be clean if I wash it.

If you go fast, you won't be late.

You won't be late if you go fast.

If you work, you will learn fast.

You will learn fast if you work.

If we go to the store, we will buy food.

We will buy food if we go to the store.

If I rest, I will not be tired.

I will not be tired if I rest.

If I get sick, I will go to the doctor.

I will go to the doctor if I get sick.

FROM

He is swinging from a rope.



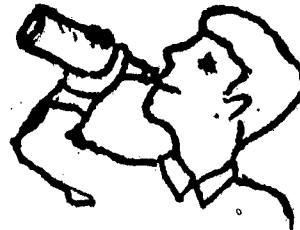
She is drinking from a glass.



He is drinking from a jug.



He is drinking from a bottle.



He is fishing from a boat.



He is fishing from the bank.



It is falling from the tree.



Tears are falling from her eyes.



Salt is falling from the salt shaker.



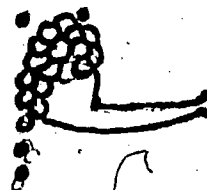
He is copying from a book.



He got the food from the store.



The bubbles are coming from the pipe.





WHY

Why do we eat? We eat because we are hungry.

Why do we study? We study because we need to learn.

Why do we wear coats? Because it is cold.

Why do we sleep? We sleep because we are tired.

WHAT

What is your name?

What do I have in my hand?

Do you see what this is?

What is that on the wall?

What is today's date?

What are you wearing today?

What time is it?

What a pretty ring you have!

WHO

Who are you?

Do you know who I am?

Who is the teacher in here?

Who is the student?

The word "who" tells about people.

WHEN

When do we sleep? We sleep at night.

When do you get up? You get up in the morning.

Do you know when we eat lunch? We eat lunch at \_\_\_\_ o'clock.

The word "when" tells about time.

WHERE

The word "where" tells about places. Where do you live, etc.

WHO, WHERE, HOW, WHEN, WHAT, WHY

Sentences and questions are to be read to the children.

After the children went to school, Mother drove to the grocery store.

Who did this? (Mother)  
 Where did she go? (grocery store)  
 How did she go? (in the car)  
 When did she go? (in the morning)  
 What did she go for (or why did she go)? (groceries or to buy groceries)

The cat walked slowly to the dark alley where the mice were.

Who did this? (cat)  
 Where did it go? (alley)  
 How did it go? (slowly, walked)  
 When did it go? (at night)  
 What did it go for (or why did it go)? (mice or to catch mice)

One morning, a boy got on his bicycle and went to the market for some bread.

Who did this? (a boy)  
 Where did he go? (market)  
 How did he go? (bicycle)  
 When did he go? (in the morning)  
 What did he go for (or why did he go)? (to get bread)

The young girl ran down the stairs of the two-story house and out to look at the star.

Who did this? (a girl)  
 What floor did she live on? (second)  
 Where did she go? (outside)  
 When did she do this? (at night)  
 How did she go? (fast)  
 What did she want to do? (look at a star)

At 7:00 a.m. Mr. Green put his lunch box in his truck, started the motor and drove away.

Who did this? (Mr. Green)  
 What did he have in his hand? (lunch box)  
 Where did he put his lunch box? (in the truck)  
 Where was he going? (to work)  
 Why did he take his lunch? (accept any logical answer)  
 How does Mr. Green get to work? (drives)

PRESENT (now, Today)

## Singular (one)

I am  
 You are  
 He is, it is

## Plural (more)

We are  
 You are  
 They are

PAST (Yesterday, last week)

## Singular

I was  
 You were  
 He was, it was

## Plural

We were  
 You were  
 They were

FUTURE (tomorrow, next week)

## Singular

I shall be  
 You will be  
 He will be,  
 it will be

## Plural

We shall be  
 You will be  
 They will be

**VERBS**  
(doing words)  
A Quick Reference for Verb Forms

<u>Tomorrow</u>	<u>Now</u>	<u>Yesterday</u>	
I will	I am...	I...	They have, had..
He will...	He is...	He...	We has, had...
ache	aching	ached (+)	ached (+)
act	acting	acted (ed)	acted (ed)
add	adding	added (ed)	added (ed)
agree	agreeing	agreed	agreed
amaze	amazed	amazed	amazed
amuse	amusing	amused	amused
answer	answering	answered	answered
apologize	apologizing	apologized	apologized
arrest	arresting	arrested (ed)	arrested (ed)
ask	asking	asked (+)	asked (+)
bake	baking	baked (+)	baked (+)
balance	balancing	balanced (+)	balanced (+)
bat	batting	batted (ed)	batted (ed)
beat	beating	beat	beaten
begin	beginning	began	begun
behave	behaving	behaved	behaved
belong	belonging	belonged	belonged
bend	bending	bent	bent
bite	biting	bit	bitten
blame	blaming	blamed	blamed
bleed	bleeding	bled	bled
blow	blowing	blew	blown
boil	boiling	boiled	boiled
boost	boosting	boosted (ed)	boosted (ed)
bear	bearing	bore	born
borrow	borrowing	borrowed	borrowed
bounce	bouncing	bounced (+)	bounced (+)
break	breaking	broke	broken
breathe	breathing	breathed	breathed
bring	bringing	brought	brought
build	building	built	built
bump	bumping	bumped (+)	bumped (+)
burn	burning	burned	burned
buy	buying	bought	bought
call	calling	called	called
come	coming	came	come
camp	camping	camped (+)	camped (+)
care	caring	cared	cared
carry	carrying	carried	carried
catch	catching	caught	caught
change	changing	changed	changed
chase	chasing	chased (+)	chased (+)
check	checking	checked (+)	checked (+)
chew	chewing	chewed	chewed
choose	choosing	chose	chosen
circle	circling	circled	circled
claw	clawing	clawed	clawed
clean	cleaning	cleaned	cleaned
clear	clearing	cleared	cleared
climb	climbing	climbed	climbed

Tomorrow

I will...  
 He will...  
 close  
 color  
 comb  
 come  
 cook  
 copy  
 cough  
 count  
 cover  
 crack  
 crash  
 crawl  
 cross  
 cry  
 cut  
 dance  
 decide  
 do  
 die  
 dig  
 disappear  
 discover  
 dive  
 divide  
 draw  
 dream  
 dress  
 drink  
 dribble  
 drive  
 drop  
 dry  
 dig  
 dump  
 dust  
 eat  
 elect  
 empty  
 enter  
 escape  
 expect  
 explain  
 explore  
 face  
 fall  
 feed  
 feel  
 fight  
 fill  
 find  
 finish  
 fish

Now

I am...  
 He is...  
 closing  
 coloring  
 combing  
 coming  
 cooking  
 copying  
 coughing  
 counting  
 covering  
 cracking  
 crashing  
 crawling  
 crossing  
 crying  
 cutting  
 dancing  
 deciding  
 doing  
 dying  
 digging  
 disappearing  
 discovering  
 diving  
 dividing  
 drawing  
 dreaming  
 dressing  
 drinking  
 dribbling  
 driving  
 dropping  
 drying  
 digging  
 dumping  
 dusting  
 eating  
 electing  
 emptying  
 entering  
 escaping  
 expecting  
 explaining  
 exploring  
 facing  
 falling  
 feeding  
 feeling  
 fighting  
 filling  
 finding  
 finishing  
 fishing

Yesterday

I...  
 He...  
 closed  
 colored  
 combed  
 came  
 cooked (+)  
 copied  
 coughed (+)  
 counted (ed)  
 covered  
 cracked (+)  
 crashed (+)  
 crawled  
 crossed (+)  
 cried  
 cut  
 danced (+)  
 decided (ed)  
 did  
 died  
 dug  
 disappeared  
 discovered  
 dived  
 divided (ed)  
 drew  
 dreamed  
 dressed (+)  
 drank  
 dribbled  
 drove  
 dropped (+)  
 dried  
 dug  
 dumped (+)  
 dusted (ed)  
 ate  
 elected (ed)  
 emptied  
 entered  
 escaped (+)  
 expected (ed)  
 explained  
 explored  
 faced (+)  
 fell  
 fed  
 felt  
 fought  
 filled  
 found  
 finished (+)  
 fished (+)

They have, had...  
 He has, had...  
 closed  
 colored  
 combed  
 come  
 cooked (+)  
 copied  
 coughed (+)  
 counted (ed)  
 covered  
 cracked (+)  
 crashed (+)  
 crawled  
 crossed (+)  
 cried  
 cut  
 danced (+)  
 decided (ed)  
 done  
 died  
 dug  
 disappeared  
 discovered  
 dived  
 divided (ed)  
 drawn  
 dreamed  
 dressed (+)  
 drunk  
 dribbled  
 driven  
 dropped (+)  
 dried  
 dug  
 dumped (+)  
 dusted (ed)  
 eaten  
 elected (ed)  
 emptied  
 entered  
 escaped (+)  
 expected (ed)  
 explained  
 explored  
 faced (+)  
 fallen  
 fed  
 felt  
 fought  
 filled  
 found  
 finished (+)  
 fished (+)

Tomorrow

I will...  
 He will...  
 fix  
 float  
 fly  
 fold  
 follow  
 forget  
 forgive  
 free  
 freeze  
 frighten  
 gather  
 get  
 give  
 glue  
 go  
 grow  
 growl  
 guess  
 hammer  
 hang  
 hate  
 hear  
 heat  
 help  
 hide  
 hit  
 hold  
 hop  
 hope  
 hug  
 hurt  
 iron  
 itch  
 join  
 jump  
 keep  
 kick  
 kill  
 kiss  
 know  
 lay  
 lead  
 leak  
 leave  
 let  
 lick  
 lie (tell)  
 lie (in bed)  
 lift  
 light  
 like  
 listen  
 live

Now

I am...  
 He is...  
 fixing  
 floating  
 flying  
 folding  
 following  
 forgetting  
 forgiving  
 freeing  
 freezing  
 frightening  
 gathering  
 getting  
 giving  
 gluing  
 going  
 growing  
 growling  
 guessing  
 hammering  
 hanging  
 hating  
 hearing  
 heating  
 helping  
 hiding  
 hitting  
 holding  
 hopping  
 hoping  
 hugging  
 hurting  
 ironing  
 itching  
 joining  
 jumping  
 keeping  
 kicking  
 killing  
 kissing  
 knowing  
 laying  
 leading  
 leaking  
 leaving  
 letting  
 licking  
 lying  
 lying  
 lifting  
 lighting  
 liking  
 listening  
 living

Yesterday

I...  
 He...  
 fixed (+)  
 floated (ed)  
 flew  
 folded (ed)  
 followed  
 forgot  
 forgave  
 freed  
 froze  
 frightened  
 gathered  
 got  
 gave  
 glued  
 went  
 grew  
 growled  
 guessed (+)  
 hammered  
 hung  
 hated  
 heard  
 heated (ed)  
 helped (+)  
 hid  
 hit  
 held  
 hopped (+)  
 hoped (+)  
 hurried  
 hurt  
 ironed  
 itched (+)  
 joined  
 jumped (+)  
 kept  
 kicked (+)  
 killed  
 kissed (+)  
 knew  
 laid  
 led  
 leaked (+)  
 left  
 let  
 licked (+)  
 lied  
 lay  
 lifted (ed)  
 lighted (ed)  
 liked (+)  
 listened  
 lived

They have, had...  
 He has, had...  
 fixed (+)  
 floated (ed)  
 flown  
 folded (ed)  
 followed  
 forgotten  
 forgiven  
 freed  
 frozen  
 frightened  
 gathered  
 gotten  
 given  
 glued  
 gone  
 grown  
 growled  
 guessed (+)  
 hammered  
 hung  
 hated  
 heard  
 heated (ed)  
 helped (+)  
 hidden  
 hit  
 held  
 hopped (+)  
 hoped (+)  
 hurried  
 hurt  
 ironed  
 itched (+)  
 joined  
 jumped (+)  
 kept  
 kicked (+)  
 killed  
 kissed (+)  
 known  
 laid  
 led  
 leaked (+)  
 left  
 let  
 licked (+)  
 lied  
 lain  
 lifted (ed)  
 lighted (ed)  
 liked (+)  
 listened  
 lived



<u>Tomorrow</u>	<u>Now</u>	<u>Yesterday</u>	
I will...	I am...	I...	They have, had...
He will...	He is...	He...	He has, had...
lock	locking	locked (+)	locked (+)
look	looking	looked (+)	looked (+)
lose	losing	lost	lost
love	loving	loved	loved
mail	mailing	mailed	mailed
make	making	made	made
march	marching	marched (+)	marched (+)
marry	marrying	married	married
match	matching	matched (+)	matched (+)
mean	meaning	meant	meant
meet	meeting	met	met
mess	messing	messed (+)	messed (+)
milk	milking	milked (+)	milked (+)
miss	missing	missed (+)	missed (+)
mix	mixing	mixed (+)	mixed (+)
move	moving	moved	moved
multiply	multiplying	multiplied	multiplied
nail	nailing	nailed	nailed
name	naming	named	named
need	needing	needed (ed)	needed (ed)
number	numbering	numbered	numbered
open	opening	opened	opened
pack	packing	packed (+)	packed (+)
paint	painting	painted (ed)	painted (ed)
parade	parading	paraded (ed)	paraded (ed)
park	parking	parked (+)	parked (+)
pass	passing	passed (+)	passed (+)
paste	pasting	pasted (ed)	pasted (ed)
pat	patting	patted (ed)	patted (ed)
pay	paying	paid	paid
peek	peeking	peeked (+)	peeked (+)
pet	petting	petted (ed)	petted (ed)
phone	phoning	phoned	phoned
pick	picking	picked (+)	picked (+)
pile	piling	piled	piled
pin	pinning	pinned	pinned
pitch	pitching	pitched (+)	pitched (+)
place	placing	placed (+)	placed (+)
plan	planning	planned	planned
play	playing	played	played
please	pleasing	pleased	pleased
point	pointing	pointed (ed)	pointed (ed)
poison	poisoning	poisoned	poisoned
pollute	polluting	polluted (ed)	polluted (ed)
pop	popping	popped (+)	popped (+)
pour	pouring	poured	poured
pray	praying	prayed	prayed
pretend	pretending	pretended (ed)	pretended (ed)
print	printing	printed (ed)	printed (ed)
promise	promising	promised (+)	promised (+)
protect	protecting	protected (ed)	protected (ed)
prove	proving	proved	proved
pull	pulling	pulled	pulled
punch	punching	punched (+)	punched (+)

<u>Tomorrow</u>	<u>Now</u>	<u>Yesterday</u>	
I will...	I am...	I...	They have, had...
He will...	He is...	He...	He has, had...
punish	punishing	punished (+)	punished (+)
push	pushing	pushed (+)	pushed (+)
put	putting	put	put
race	racing	raced (+)	raced (+)
raise	raising	raised	raised
reach	reaching	reached (+)	reached (+)
read	reading	read (red)	read (red)
relax	relaxing	relaxed (+)	relaxed (+)
rest	resting	rested (ed)	rested (ed)
return	returning	returned	returned
ride	riding	rode	ridden
roast	roasting	roasted (ed)	roasted (ed)
rob	robbing	robbed	robbed
rock	rocking	rocked (+)	rocked (+)
roll	rolling	rolled	rolled
rub	rubbing	rubbed	rubbed
rule	ruling	ruled	ruled
run	running	ran	run
save	saving	saved	saved
say	saying	said	said
scare	scaring	scared	scared
scratch	scratching	scratched (+)	scratched (+)
see	seeing	saw	seen
sell	selling	sold	sold
send	sending	sent	sent
serve	serving	served	served
<del>set</del>	setting	set	set
<del>sew</del>	sewing	sewed	sewed
shake	shaking	shook	shaken
shape	shaping	shaped (+)	shaped (+)
share	sharing	shared	shared
sharpen	sharpening	sharpened	sharpened
shop	shopping	shopped (+)	shopped (+)
shovel	shoveling	shoveled	shoveled
show	showing	showed	showed
shower	showering	showered	showered
shut	shutting	shut	shut
sign	signing	signed	signed
sing	singing	sang	sung
sink	sinking	sank	sunk
sit	sitting	sat	sat
skate	skating	skated (ed)	skated (ed)
skip	skipping	skipped (+)	skipped (+)
sleep	sleeping	slept	slept
slide	sliding	slid	slid
slip	slipping	slipped (+)	slipped (+)
smell	smelling	smelled	smelled
smile	smiling	smiled	smiled
smoke	smoking	smoked (+)	smoked (+)
smooth	smoothing	smoothed	smoothed
snap	snapping	snapped (+)	snapped (+)
sneeze	sneezing	sneezed	sneezed
spank	spanking	spanked (+)	spanked (+)



<u>Tomorrow</u>	<u>Now</u>	<u>Yesterday</u>	<u>They have, had..</u>
I will...	I am...	I ...	He has, had...
He will...	He is...	He...	He has, had...
speak	speaking	spoke	spoken
spell	spelling	spelled	spelled
spend	spending	spent	spent
spill	spilling	spilled	spilled
spin	spinning	spun	spun
splash	splashing	splashed (+)	splashed (+)
squeeze	squeezing	squeezed	squeezed
stand	standing	stood	stood
stare	staring	stared	stared
start	starting	started (ed)	started (ed)
stay	staying	stayed	stayed
steal	stealing	stole	stolen
step	stepping	stepped (+)	stepped (+)
stick	sticking	stuck	stuck
stir	stirring	stirred	stirred
stop	stopping	stopped (+)	stopped (+)
storm	storming	stormed	stormed
stretch	stretching	stretched (+)	stretched (+)
strike	striking	struck	struck
subtract	subtracting	subtracted (ed)	subtracted (ed)
suppose	supposing	supposed	supposed
surprise	surprising	surprised	surprised
swallow	swallowing	swallowed	swallowed
sweep	sweeping	swept	swept
swell	swelling	swelled	swelled
swim	swimming	swam	swam
swing	swinging	swung	swung
take	taking	took	taken
talk	talking	talked (+)	talked (+)
taste	tasting	tasted (ed)	tasted (ed)
teach	teaching	taught	taught
tear	tearing	tore	torn
tease	teasing	teased	teased
tell	telling	told	told
thank	thanking	thanked (+)	thanked (+)
think	thinking	thought	thought
thread	threading	threaded (ed)	threaded (ed)
tie	tying	tied	tied
toast	toasting	toasted (ed)	toasted (ed)
touch	touching	touched (+)	touched (+)
trade	trading	traded (ed)	traded (ed)
travel	traveling	traveled	traveled
trick	tricking	tricked (+)	tricked (+)
trip	tripping	tripped (+)	tripped (+)
try	trying	tried	tried
turn	turning	turned	turned
understand	understanding	understood	understood
undress	undressing	undressed (+)	undressed (+)
use	using	used	used
visit	visiting	visited (ed)	visited (ed)
vote	voting	voted (ed)	voted (ed)
wait	waiting	waited (ed)	waited (ed)
wake	waking	woke	waked (+)
walk	walking	walked (+)	walked (+)

Tomorrow

I will...  
 He will...  
 want  
 warm  
 wash  
 watch  
 water  
 wear  
 whisper  
 wind  
 wipe  
 wish  
 work  
 write  
 yawn  
 yell  
 zip

Now

I am...  
 He is...  
 wanting  
 warming  
 washing  
 watching  
 watering  
 wearing  
 whispering  
 winding  
 wiping  
 wishing  
 working  
 writing  
 yawning  
 yelling  
 zipping

Yesterday

I...  
 He...  
 wanted (ed)  
 warmed  
 washed (t)  
 watched (t)  
 watered  
 wore  
 whispered  
 wound  
 wiped (t)  
 wished (t)  
 worked (t)  
 wrote  
 yawned  
 yelled  
 zipped (t)

They have, had...  
 He has, had...  
 wanted (ed)  
 warmed  
 washed (t)  
 watched (t)  
 watered  
 worn  
 whispered  
 wound  
 wiped (t)  
 wished (t)  
 worked (t)  
 written  
 yawned  
 yelled  
 zipped (t)